RPSC 2026

RAJASTHAN PUBLIC SERVICE COMMISSION

SCHOOL LECTURER

NODIA

Paper-II

Part B : Special Education

CHAPTERWISE MCQ BANK

- As per Syllabus released by RPSC
- Specialised Study Material prepared by Experts

Scan QR for Demo PDF

Nodia

GET ALL STUDY MATERIAL IN ONE APP!

- Textbooks
- Previous Year Chapterwise Question Banks
- 30 Sets Sample Papers
- Worksheets

FREE!

DOWNLOAD NOW!

SCAN & DOWNLOAD

GET IT ON Google Play

RPSC 2026

RAJASTHAN PUBLIC SERVICE COMMISSION

SCHOOL LECTURER

Paper II

SPECIAL EDUCATION

PART B

Chapter-Wise MCQ Bank
As Per the Latest Syllabus

Nodia

Downloaded from www.pdf.tube

RPSC Special Education Part B
Edition: July 2026
Published by :Nodia
An Imprint of NODIA EDITIONS LLP

Information contained in this book has been obtained by author, from sources believes to be reliable. However, neither Nodia nor its author guarantee the accuracy or completeness of any information herein and Nodia nor its author shall be responsible for any error, omissions, or damages arising out of use of this information. This book is published with the understanding that Nodia and its author are supplying information but are not attempting to render engineering or other professional services.

© NODIA EDITIONS LLP

MRP ₹660.00

NODIA EDITIONS LLP
125, Sector 6, Vidyadhar Nagar, Jaipur 302039
Phone :+91 9001005245
email : mail@nodia.in

CONTENTS

CHAP : 01	Agencies for Persons with Disabilities	9
CHAP : 02	National Policies and Programmes	41
CHAP : 03	Major Acts and Legislations	72
CHAP : 04	Pedagogical Principles Approaches	104
CHAP : 05	Individualized Educational Programme (IEP)	138
CHAP : 06	Differentiated Instruction (DI)	171
CHAP : 07	Universal Design for Learning (UDL)	205
CHAP : 08	Curriculum Environment Assessment Adaptation	238
CHAP : 09	Teaching Learning Materials (TLM)	271
CHAP : 10	ICT, Assistive Devices and Accessible Learning Resources	305
CHAP : 11	Visual Impairment	340
CHAP : 12	Hearing Impairment	375
CHAP : 13	Locomotor Disability Cerebral Palsy	409
CHAP : 14	Intellectual Disability	441
CHAP : 15	Specific Learning Disabilities (SLD)	475

Click Here to Buy book on Amazon

CHAP : 16 Autism Spectrum Disorder 509

CHAP : 17 Multiple Disabilities and Deafblindness 544

CHAP : 18 Other Disability Categories under the RPwD Act 2016 582

CHAP : 19 Educational Provisions of the Rajasthan Board of Secondary Education 618

NODIA
****

RAJASTHAN PUBLIC SERVICE COMMISSION, AJMER

SYLLABUS OF COMPETITIVE EXAMINATION FOR THE POST OF SCHOOL LECTURER- SPECIAL EDUCATION (SECONDARY EDUCATION) (10-07-2026)

PAPER – II
Subjects and Special Education

Part-A: Knowledge of Senior Secondary Level of Subjects

ENGLISH

Tenses, Articles/Determiners, Modal Auxiliaries, Prepositions, Basic sentence patterns (SVOCA), Synonyms/Antonyms, Comprehension (unseen passage), Phrasal verbs/ Idioms, Transformation-Direct/ Indirect/Active/ Passive Affirmative/ Negative/Interrogative/ Imperative, Subject-verb agreement/ Degrees of Adjectives/ Connectives, Prefixes/Suffixes, one word substitution/Words often confused.

HINDI

विलोम शब्द, उपसर्ग ,वाक्यांश के लिए सार्थक शब्द, संधि एवं संधि–विच्छेद (अयादि, स्वर संधि और विसर्ग संधि को छोडकर), पारिभाषिक शब्दावली (प्रशासनिक) (अंग्रेजी से हिंदी), शब्द शुद्धि, वाक्य शुद्धि।

HISTORY

- Harappan Civilization: Origin, Expansion, Archeological Sites, Characteristics.
- Religious Movement: Buddhism and Jainism.
- Development in Art and Architecture, Literature, Science and Technology in Mauryan and Gupta Empire.
- Foundation and Expansion of Mughal Empire, Art and Architecture.
- Growth of British paramountcy, growth of Nationalism. National Movement, Non-Cooperation Movement, Civil Disobedience Movement, Quit India Movement. Revolutionaries and their activities (20^{th} Century).

History of Rajasthan:

- Major dynasties of Rajasthan and its rulers through the Ages and their cultural achievements (1000-1800 A.D.).
- Political resistance of Rajput rulers against Muslim Power.
- Special reference to Rattan Singh, Hammir, Kanhad dev and Maldev, Chandrasen and Pratap.
- (i) Bhakti Movement and Sufism in Medieval Rajasthan, Special reference to Mira, Dadu and Khawaja Moin-ud-din Chishty.

Downloaded from www.pdf.tube

Saints: Special emphasis to be paid to teachings of Ramdevji, Gogaji, Tejaji, Pabuji, Mallinath, Dhanna, Pipa, Haridas, Raidas, Jasnath and other Sects.
(ii) Folk gods and goddesses.

- (i) Folk Culture: Fairs and Festivals, Different Schools of Painting, Folk Songs, Folk Dances, Folk Music and Instruments.
(ii) Dress and Ornaments, Handicrafts
(iii) Main Dialects and Region.

POLITICAL SCIENCE

- **Indian Politics:** Federalism, Party System, Regional Aspirations, Elections and Electoral Reforms.
- **State Executive and Legislature of Rajasthan** Governor, Chief Minister & Council of Ministers, Rajasthan Legislative Assembly and Committees.
- **State Judiciary of Rajasthan:** Rajasthan High Court and Subordinate Courts, Rajasthan State Legal Services Authority, Rajasthan State Judicial Academy.
- **Local Self-Government in Rajasthan:** Panchayati Raj Institutions, Urban Local Bodies.
- **Constitutional and Statutory Bodies in Rajasthan:** Rajasthan Public Service Commission, State Election Commission, State Finance Commission, Rajasthan State Commission for Women, Rajasthan State Commission for Protection of Child Rights, Lokayukta.

SOCIOLOGY

- Population Growth: Causes and Consequences of Population Growth, Population Policy in India.
- Sexual Harassment: Forms of Sexual Harassment, Legal Provisions relating to Sexual Harassment.
- Child Labour: Causes of Child Labour, Constitutional Provisions relating to Child Labour.
- Domestic Violence: Types of Domestic Violence, Protection of Women from Domestic Violence Act, 2005.Dowry: Causes of Dowry, Legal Provisions relating to Dowry.

NODIA

MUSIC

- Terminology: - Naad, Shruti, Swar, Saptak, Thaat, Rag, Taal, Laya, Matra, Alankar
- Study of the Structure of Sitar, Tanpura, Tabla, Pakhawaj. Classification and study of folk instruments of Rajasthan.

- Main institutions, Patrons and Padma awarded musicians dedicated to the Preservation and Promotion of Rajasthani folk music.
- Saint musicians of Rajasthan - Meera bai, Dadu Dayal, Peepa ji, Jambhoji, Maav ji
- Traditional Music Community - Langa, Manganiyar, Bhopa, Damami, Kalbeliya.
- Jaipur gharana of Kathak Dance and Khayal.

Part-B: Special Education

Agencies, Policies, Acts and Rules regarding specially abled Persons and Special Education

Agencies:

- Rehabilitation Council of India (RCI)
- National Institutes under the Department of Empowerment of Persons with Disabilities (DEPwD).
- National Council of Educational Research and Training (NCERT)
- Artificial Limbs Manufacturing Corporation of India (ALIMCO)

National Policies and Programmes:

- National Education Policy (NEP) 2020 (Chapter-06)
- Samagra Shiksha, 2022 (Chapter-09)
- National Curriculum Framework for School Education (NCFSE, 2023) Part-B (4) Inclusive Education.
- Assistance to Disabled Persons for Purchase/Fitting of Aids and Appliances (ADIP) Scheme
- Unique Disability ID (UDID) Project, Scholarship

Major Acts and Legislations:

- The Rehabilitation Council of India Act, 1992
- The National Trust Act, 1999
- The Rights of Persons with Disabilities (RPwD) Act,2016 (Section-16, 17)

Pedagogy, Teaching-Learning Materials, Use of Computer and Information Technology in Teaching Learning:

- Pedagogical principles, approaches and practices for special and inclusive classrooms
- Individualized Educational Programme (IEP)
- Adaptation and modification in curriculum-learning environment, contents, pedagogy, learning materials & resources and assessment.
- Differentiated Instruction (DI)
- Universal Design of Learning (UDL)
- Teaching-Learning Materials (TLM): Development, adaptation and utilization
- ICT, Assistive Devices, Technology and accessible Learning Resources

Click Here to Buy book on Flipkart

Education for the Specially abled students with various kinds of disabilities:

- Education of Children with different disabilities as specified in the RPwD Act, 2016
- Educational provisions for teaching and evaluation adopted by Rajasthan Board of Secondary Education.

****

For the competitive examination for the post of **School Lecturer-Special Education:**

1. Paper-II Subjects and Special Education will carry maximum **300 marks**.
2. Duration of question will be **Three Hours**.
3. The Question paper will consist of Two Parts: Part-A and Part-B Each Part will consist of **75 questions** of multiple choices **and 150 marks.**
4. Negative marking shall be applicable in the evaluation of answers. For every wrong answer one third of the marks prescribed for that particular question shall be deducted.
5. Paper shall include following subjects:

Part-A Knowledge of Senior Secondary Level of subjects *viz.* English, Hindi, History, Political Science, Sociology, Music.

Part-B Special Education: Agencies, policies, acts and rules regarding specially abled persons and special education. Pedagogy, Teaching Learning Material, Use of Computers and Information Technology in Teaching Learning. Education for the specially abled students with various kinds of disabilities.

Downloaded from www.pdf.tube

CHAPTER 01
Agencies for Persons with Disabilities

1. The Rehabilitation Council of India (RCI) was initially set up as a registered society. In which year was it granted statutory status by an Act of Parliament?
(A) 1986
(B) 1992
(C) 1995
(D) 2000

2. Before the enactment of the RCI Act in 1992, which of the following best describes the primary gap in special education that necessitated a statutory body?
(A) Lack of schools for children with disabilities
(B) Unavailability of assistive devices and aids
(C) Absence of standardized syllabi and training for rehabilitation professionals
(D) Lack of disability certification mechanisms for government benefits

3. Under the RCI Amendment Act of 2000, a key addition to the responsibilities of the Rehabilitation Council of India was:
(A) Maintenance of the Central Rehabilitation Register and promoting research in special education
(B) Distribution of assistive devices to rural areas
(C) Monitoring the implementation of the ADIP scheme
(D) Direct administration of all National Institutes under DEPwD

4. Which of the following statements about the historical evolution of RCI is incorrect?
(A) It was set up in 1986 as a society.
(B) The RCI Act was passed in 1992 and became effective in 1993.
(C) The RCI Act was amended in 2000 to broaden its scope.
(D) RCI functions under the Ministry of Education.

5. As per the RCI Act 1992, which of the following is NOT a core objective of the Rehabilitation Council of India?
(A) To regulate the training policies and programs in the field of rehabilitation
(B) To manufacture and distribute aids and appliances for persons with disabilities
(C) To prescribe minimum standards of education and training for professionals
(D) To recognize institutions and universities running degree/diploma courses in special education

6. Consider the following statements regarding the developmental functions of RCI:
I. Promoting research in rehabilitation and special education.
II. Encouraging continuing rehabilitation education (CRE) for registered professionals.
III. Setting up inclusive schools across all districts in Rajasthan.
Which of the statements given above is/are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

7. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): The Rehabilitation Council of India standardizes the curriculum for all special education programs in the country.
Reason (R): RCI acts as the primary funding agency for paying the salaries of special educators in government schools.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

8. The Executive Committee of the Rehabilitation Council of India is primarily responsible for:
(A) Managing administrative and financial affairs of the Council
(B) Auditing state inclusive education budgets

NODIA

across all districts
(C) Appointing the State Commissioner for Persons with Disabilities
(D) Issuing official disability certificates to individuals with special needs

9. As per the organizational structure of RCI, who serves as the ex-officio Member Secretary of the Council?
(A) The Chairperson of RCI
(B) The Member Secretary
(C) The Secretary, DEPwD
(D) The Minister of Social Justice and Empowerment

10. Consider the following categories of professionals:
I. Audiologists and Speech Therapists
II. Clinical Psychologists
III. Special Teachers for Educating and Training the Handicapped
IV. General Education Primary Teachers
Which of the above are required to be registered under the Central Rehabilitation Register (CRR)?
(A) I, II, and III
(B) I, III, and IV
(C) II, III, and IV
(D) I, II, III, and IV

11. What is the primary purpose of maintaining the Central Rehabilitation Register (CRR) by RCI?
(A) To document details of qualified rehabilitation professionals
(B) To record national statistics on children with developmental disabilities
(C) To track nationwide distribution of UDID cards for welfare schemes
(D) To maintain a comprehensive roster of non-governmental organizations

12. According to Section 13 of the RCI Act 1992, what is the consequence for an individual practicing as a rehabilitation professional without holding a recognized qualification and not being enrolled on the CRR?
(A) Official written warning issued by the Ministry of Education authority
(B) Mandatory participation in remedial continuing professional education programs
(C) Imprisonment extending up to one year, or fine, or both
(D) Immediate termination from employment without any administrative notice

13. A special educator, Mr. Sharma, completed his D.Ed. Special Education (Intellectual Disability) from an institution not recognized by RCI. He applies for a special educator post in Samagra Shiksha Rajasthan. What will be the outcome based on statutory rules?
(A) He will be appointed provisionally but must complete an RCI recognized bridge course within a year.
(B) He will be appointed directly under the state candidate quota without needing statutory registration.
(C) He can be appointed if the competent school authority approves his pedagogical and teaching skills.
(D) He is ineligible for appointment as his degree lacks recognition for CRR registration.

14. Which of the following is a mandatory condition for a training institute to be recognized by RCI to run a B.Ed. Special Education program?
(A) The institute must offer recognized medical degree programs alongside special teacher education courses.
(B) The institute must be fully funded and directly administered by the central government ministry.
(C) The institute must meet prescribed infrastructure, faculty, and clinical facility norms.
(D) The institute must guarantee compulsory job placements in government schools for all graduates.

15. The Rehabilitation Council of India periodically monitors the quality of training programs in recognized institutions by conducting:
(A) Annual financial audits of the parent managing trust
(B) Surprise inspections and joint assessment visits
(C) Standardized achievement testing of enrolled students
(D) Mandatory national level career placement drives

16. In the context of RCI recognized courses, identify the correct pair:
(A) D.Ed. Spl. Ed. - Prepares teachers for higher secondary level
(B) M.Ed. Spl. Ed. - Prepares professionals for early childhood care only
(C) Diploma in Indian Sign Language Interpretation - Prepares special educators

Click Here to Buy book on Amazon

for visually impaired
(D) B.Ed. Spl. Ed. - Prepares teachers for primary to secondary level

17. The RCI curriculum for special education courses incorporates which of the following key pedagogical shifts in recent years?
(A) Aligning with NEP 2020 and rights-based RPWD Act 2016 framework
(B) Shifting from cross-disability models to isolated single-disability training
(C) Focusing exclusively on medical treatment while excluding pedagogy
(D) Eliminating practical field training in favor of theoretical exams

18. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): RCI mandates Continuing Rehabilitation Education (CRE) points for the renewal of CRR registration.
Reason (R): Continuous professional development ensures that rehabilitation professionals remain updated with recent advancements in the field.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

19. Under the RCI Code of Conduct, a registered special educator is ethically bound to:
(A) Disclose confidential assessment reports of children with disabilities to general public forums
(B) Respect the dignity, rights, and autonomy of persons with disabilities
(C) Guarantee a specific cure for neurological disorders like Autism
(D) Practice clinical psychology interventions even if registered only as a special teacher

20. If a rehabilitation professional registered in the CRR is found guilty of professional misconduct, the RCI has the statutory power to:
(A) Issue an immediate law enforcement arrest warrant against the individual
(B) Remove the professional's name from the Central Rehabilitation Register
(C) Formally cancel all government-issued UDID cards of the professional's clients
(D) Permanently close down the educational institution where the person works

21. Which of the following digital initiatives was recently introduced by RCI to streamline the functioning of rehabilitation professionals?
(A) E-Sanad for distribution of wheelchairs
(B) Online portal for paperless CRR registration and CRE point tracking
(C) Mobile app for direct diagnosis of learning disabilities
(D) Online platform for providing direct financial aid to parents of CWSN

22. Consider the following statements regarding RCI's distance education initiatives:
I. RCI promotes distance education programs in collaboration with open universities to reach unreached areas.
II. Foundation courses in special education for in-service regular teachers have been conducted through distance mode.
III. RCI has completely replaced regular face-to-face B.Ed. Special Education with distance education.
Which of the statements given above is/are correct?
(A) I only
(B) I and II
(C) II and III
(D) I, II, and III

23. The Department of Empowerment of Persons with Disabilities (DEPwD), under which all National Institutes operate, falls under which Union Ministry?
(A) Ministry of Health and Family Welfare
(B) Ministry of Education
(C) Ministry of Social Justice and Empowerment
(D) Ministry of Women and Child Development

24. What is the primary function of the National Institutes functioning under the umbrella of DEPwD?
(A) To serve as apex research, training, and rehabilitation centers
(B) To enact statutory legislation concerning rights of disabled individuals
(C) To establish and operate inclusive mainstream schools across districts
(D) To distribute nutritional mid-day meals for enrolled special students

NODIA

25. NIEPID, located in Secunderabad, is the apex national institute dedicated to which category of disability?
(A) Visual Impairment and Blindness
(B) Intellectual Disability
(C) Multiple Disabilities and Deafblindness
(D) Locomotor Disability and Orthopedic Impairments

26. Which of the following assessment tools was developed by NIEPID (formerly NIMH) for the assessment of intellectual disability in children?
(A) ISAA (Indian Scale for Assessment of Autism)
(B) BASIC-MR (Behavioural Assessment Scales for Indian Children with Mental Retardation)
(C) FACP (Functional Assessment Checklist for Programming)
(D) GLAD (Grade Level Assessment Device)

27. NIEPVD (National Institute for the Empowerment of Persons with Visual Disabilities) is located in:
(A) Dehradun
(B) Mumbai
(C) Chennai
(D) Kolkata

28. Which of the following is a prominent facility managed by NIEPVD, Dehradun?
(A) The Central Braille Press
(B) The National Prosthetic and Orthotic Centre
(C) The Apex Cochlear Implant Rehabilitation Unit
(D) The National Mental Health Helpline

29. NIEPMD was established to serve persons with multiple disabilities. In which city is this National Institute located?
(A) New Delhi
(B) Cuttack
(C) Chennai
(D) Secunderabad

30. Which condition is primarily addressed by the training and outreach programs of NIEPMD?
(A) Deafblindness and Cerebral Palsy with intellectual impairment
(B) Mild to moderate isolated hearing impairment across age groups
(C) Specific learning disabilities in elementary school mathematics
(D) Mild visual refractive errors fully correctable by spectacles

31. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): AYJNISHD (Mumbai) plays a vital role in manpower development for the rehabilitation of persons with speech and hearing disabilities.
Reason (R): AYJNISHD runs RCI-recognized courses such as B.ASLP (Bachelor of Audiology and Speech-Language Pathology).
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

32. In a resource room, a special educator needs guidance on early intervention strategies for a pre-lingual deaf child. Which National Institute would be the most appropriate nodal agency for accessing standardized Indian resources on this topic?
(A) NIEPVD
(B) AYJNISHD
(C) NIEPID
(D) NIMHR

33. The National Institute for Locomotor Disabilities (NILD) focuses extensively on the rehabilitation and surgical correction of orthopedic deformities. Where is NILD located?
(A) Kolkata
(B) Chennai
(C) New Delhi
(D) Cuttack

34. Which of the following National Institutes is well-known for its comprehensive rehabilitation services, including physiotherapy, occupational therapy, and prosthetics & orthotics, and is situated in Cuttack, Odisha?
(A) PDUNIPPD
(B) NIEPMD
(C) SVNIRTAR
(D) NIMHR

35. The newly established National Institute of Mental Health Rehabilitation (NIMHR), which aims to promote mental health rehabilitation and capacity building, is located in:
(A) Sehore, Madhya Pradesh
(B) Pune district, Maharashtra
(C) Ranchi district, Jharkhand

Downloaded from www.pdf.tube

(D) Bengaluru City, Karnataka

36. Consider the following statements about Pt. Deendayal Upadhyaya National Institute for Persons with Physical Disabilities (PDUNIPPD):
I. It is located in New Delhi.
II. It offers courses like Bachelor of Physiotherapy (BPT) and Bachelor of Occupational Therapy (BOT).
III. Its primary mandate is the empowerment of persons with intellectual and developmental disabilities.
Which of the statements given above is/are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

37. What is the primary purpose of setting up Composite Regional Centres (CRCs) across different states in India by DEPwD?
(A) To completely replace all existing National Institutes across the country
(B) To offer decentralized rehabilitation services as extended regional arms
(C) To operate exclusively as degree-granting universities for special education
(D) To function as permanent residential institutions for severely disabled citizens

38. District Disability Rehabilitation Centres (DDRCs) are primarily designed to:
(A) Provide advanced surgical interventions for complex rare disability conditions
(B) Deliver rehabilitation services directly at the grassroots district level
(C) Frame comprehensive national policies on human rights for persons with disabilities
(D) Manage annual central budgetary allocations for RPWD Act statutory implementation

39. Match the National Institutes in List I with their target disability groups in List II and select the correct option.
List I: (National Institutes)
P. NIEPID
Q. NIEPVD
R. AYJNISHD
S. NIMHR
List II: (Target Disability Groups)
1. Speech and Hearing Disabilities
2. Intellectual Disability
3. Mental Illness Rehabilitation
4. Visual Disabilities
(A) P-4, Q-2, R-3, S-1
(B) P-2, Q-1, R-4, S-3
(C) P-3, Q-4, R-1, S-2
(D) P-2, Q-4, R-1, S-3

40. A student with Cerebral Palsy combined with profound hearing loss and visual impairment requires specialized assessment. Which apex institute has the specific mandate for assessing and planning interventions for such complex multiple disabilities?
(A) NIEPVD
(B) NIEPMD
(C) SVNIRTAR
(D) PDUNIPPD

NODIA

41. Which of the following pairs of Institute and Location is INCORRECTLY matched?
(A) NILD - Kolkata
(B) NIMHR - Sehore
(C) SVNIRTAR - Secunderabad
(D) AYJNISHD - Mumbai

42. In addition to rehabilitation services, DEPwD National Institutes are highly involved in manpower development. The certificates/degrees for the special education courses run by these institutes are legally recognized by:
(A) Union Ministry of Health and Family Welfare
(B) Rehabilitation Council of India
(C) Artificial Limbs Manufacturing Corporation
(D) National Testing Agency examination board

43. Consider the following statements regarding the research role of National Institutes:
I. They develop culturally appropriate psychological and educational assessment tools.
II. They conduct research on the design and improvement of assistive devices.
III. They have no mandate to train general education teachers on inclusive practices.
Which of the statements given above is/are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

44. To ensure convergence at the grassroots level, National Institutes and CRCs often collaborate with which flagship state educational program

in Rajasthan to support Children with Special Needs (CWSN)?
(A) National Health Mission public healthcare initiative
(B) Samagra Shiksha Abhiyan inclusive education wing
(C) Mahatma Gandhi National Rural Employment Guarantee Scheme
(D) Pradhan Mantri Awas Yojana rural housing flagship project

45. A local District Education Officer in Rajasthan wants to organize an orientation program on Universal Design for Learning (UDL) and cross-disability inclusion for all resource teachers. Which agency's regional extension (CRC) would be most technically equipped to partner for this capacity-building?
(A) The central administrative headquarters of RCI in New Delhi
(B) An auxiliary regional equipment distribution center of ALIMCO
(C) The State Medical Council statutory healthcare advisory board
(D) A Composite Regional Centre under a DEPwD National Institute

46. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): The National Institutes under DEPwD only offer short-term orientation programs and do not run long-term degree courses.
Reason (R): Long-term degree courses in special education can only be offered by traditional multi-disciplinary universities.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

47. Consider the following functions:
I. Manufacturing of standardized prosthetics and orthotics on a mass scale.
II. Conducting short-term CRE programs for special educators.
III. Running early intervention clinics for toddlers with developmental delays.
IV. Developing Indian Sign Language dictionaries.
Which of the above are typical functions of the DEPwD National Institutes?
(A) I, II, and III
(B) II, III, and IV
(C) I, III, and IV
(D) I, II, III, and IV

48. The National Council of Educational Research and Training (NCERT) primarily approaches special education through the lens of:
(A) Inclusive education in mainstream schools
(B) Isolated medical rehabilitation procedures
(C) Institutionalization of severely disabled children
(D) Establishing segregated special education schools

49. Within NCERT, which specific department is mandated to work towards the educational inclusion of children with disabilities and other marginalized groups?
(A) Department of Educational Measurement and Evaluation (DEME)
(B) Department of Education of Groups with Special Needs (DEGSN)
(C) Department of Teacher Education (DTE)
(D) Central Institute of Educational Technology (CIET)

50. What is a primary objective of the DEGSN at NCERT?
(A) To issue official disability certificates and concessions to eligible school students
(B) To develop inclusive curricula, learning materials, and pedagogical strategies
(C) To maintain statutory regulatory standards for registration of special educators
(D) To manage state-level specialized residential educational facilities for deaf pupils

51. The "Index for Inclusion," adapted in the Indian context, is a framework promoted by NCERT for what purpose?
(A) To systematically evaluate and mathematically grade the anatomical severity of student impairments
(B) To guide schools in reviewing cultures, policies, and practices for inclusion
(C) To estimate total annual fiscal budgetary requirements for state special education departments
(D) To publish updated official directories of all registered special educators within a district

Click Here to Buy book on Flipkart

52. Which of the following reading series was developed by NCERT, specifically incorporating principles of Universal Design for Learning (UDL) to cater to all learners in early grades?
(A) Barkha Reading Series
(B) Pragati Reading Series
(C) Eklavya Books
(D) Nipun Series

53. The Barkha Reading Series by NCERT supports inclusive education by:
(A) Providing specialized educational literature produced exclusively in embossed Braille script without printed text
(B) Incorporating tactile features, high contrast, and accessible text for diverse learners
(C) Translating secondary level science and mathematics textbooks into standardized Indian Sign Language video modules
(D) Functioning as a formal diagnostic assessment tool for identifying specific learning disabilities in young pupils

54. Consider the following statements regarding NCERT's PRASHAST application:
I. PRASHAST stands for Pre Assessment Holistic Screening Tool.
II. It is a mobile app developed to help school teachers screen students for suspected disabilities recognized under the RPWD Act 2016.
III. It provides a formal, legally binding medical diagnosis of disabilities.
Which of the statements given above is/are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

55. A mainstream primary teacher notices a child frequently reversing letters (b/d) and struggling with phonemic awareness. The teacher wants to conduct an initial screening before referring the child to the resource room. Which NCERT tool is most appropriate for this initial school-based screening?
(A) CRR Portal
(B) ADIP Camp Application
(C) PRASHAST App
(D) UDID Portal

56. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): NCERT's National Curriculum Framework (NCF) advocates for flexible curriculum designs and differentiated instruction.
Reason (R): A rigid, one-size-fits-all curriculum creates barriers to learning and excludes children with special needs.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

57. In the context of curriculum adaptation, NCERT guidelines suggest that adaptations for children with intellectual disabilities should focus on:
(A) Modifying content complexity and emphasizing functional daily life skills
(B) Reducing the physical dimensions and weight of prescribed standard textbooks
(C) Completely exempting students from acquiring basic literacy and language skills
(D) Mandating students to read at grade level without providing learning modifications

NODIA

58. NCERT collaborates with state-level bodies to build the capacity of teachers in inclusive education. Which is the apex state-level counterpart of NCERT in Rajasthan?
(A) RCEE - Rajasthan Council of Elementary Education state board
(B) RSCERT - Rajasthan State Council of Educational Research and Training
(C) DIET - District Institute of Education and Training administrative body
(D) BSER - Board of Secondary Education Rajasthan examination authority

59. ALIMCO stands for:
(A) Agency for Locomotor and Intellectual Manufacturing Company
(B) Artificial Limbs and Inclusive Materials Council of India
(C) Artificial Limbs Manufacturing Corporation of India
(D) Association of Locomotor Impairment Management Companies

60. ALIMCO is a non-profit Central Public Sector Enterprise (CPSE) functioning under the administrative control of:

(A) Ministry of Health and Family Welfare, Government of India
(B) Ministry of Social Justice and Empowerment
(C) Ministry of Heavy Industries and Public Enterprises
(D) Ministry of Education, Department of Higher Education

61. The headquarters and main manufacturing facility of ALIMCO are located in:
(A) New Delhi
(B) Kanpur
(C) Chennai
(D) Mumbai

62. Consider the following statements about the objectives of ALIMCO:
I. To manufacture quality aids and appliances for persons with disabilities.
II. To distribute these aids at reasonable costs to empower PwDs.
III. To manufacture medical drugs for psychiatric illnesses.
Which of the statements given above is/are correct?
(A) I only
(B) I and II
(C) II and III
(D) I, II, and III

63. Which of the following products is NOT typically manufactured or distributed by ALIMCO?
(A) Motorized Tricycles and Wheelchairs
(B) Braille Canes and Daisy Players
(C) Cochlear Implants and BTE Hearing Aids
(D) Prescription glasses for typical myopia

64. ALIMCO is the major implementing agency for the ADIP Scheme. What does ADIP stand for?
(A) Assessment of Disability and Integration Program for rural and urban sectors
(B) Agency for Distribution of Inclusive Prosthetics and advanced rehabilitation aids
(C) Assistance to Disabled Persons for Purchase/ Fitting of Aids and Appliances
(D) Advanced Devices for Independent Persons receiving central government assistance

65. Under the ADIP scheme executed by ALIMCO, camps are organized at the district/block level. What is the primary purpose of the "Assessment Camp" phase?
(A) To immediately distribute pre-fabricated assistive equipment to all attending individuals
(B) To medically assess beneficiaries, evaluate device needs, and take measurements
(C) To conduct professional training workshops for educators on utilizing classroom technology
(D) To issue official government disability certificates and UDID cards to applicants

66. A 10-year-old child from a BPL (Below Poverty Line) family in rural Rajasthan needs a customized wheelchair. The school's special educator advises the parents to attend an upcoming ALIMCO camp. Under the ADIP scheme, what financial subsidy will the family likely receive for the wheelchair?
(A) 50% subsidy
(B) 100% subsidy (Free of cost)
(C) 25% subsidy
(D) No subsidy, only a loan facility

67. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): Beneficiaries must possess a valid disability certificate to receive aids and appliances at an ALIMCO ADIP camp.
Reason (R): The disability certificate verifies the nature and extent of the disability, ensuring that the appropriate device is provided to eligible individuals.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

68. Consider the sequence of events in the distribution of assistive devices by ALIMCO under the ADIP scheme:
I. Conduct of Distribution Camp and handing over of devices.
II. Conduct of Assessment Camp by medical and technical experts.
III. Manufacturing/procurement and fabrication of customized devices based on data.
IV. Identification and mobilization of potential beneficiaries through local authorities.
What is the correct chronological order of these activities?
(A) IV, II, III, I
(B) II, IV, I, III
(C) IV, III, II, I

NODIA

(D) II, I, IV, III

69. To ensure the quality of rehabilitation aids, ALIMCO products generally comply with the standards set by:
(A) RCI (Rehabilitation Council of India)
(B) BIS (Bureau of Indian Standards)
(C) NCERT
(D) NCTE

70. Recently, ALIMCO has undertaken modernization drives. Which of the following technological advancements has ALIMCO integrated into its prosthetics division?
(A) 3D printing and CAD/CAM technologies for prosthetic socket design
(B) Manufacturing state-of-the-art robotic teaching devices for schools
(C) Gene-editing biotechnological procedures for correcting congenital anomalies
(D) Development of interactive smartboard hardware for inclusive classrooms

71. Match the Agency/Institute in List I with its core function in List II and select the correct option.
List I: (Agency/Institute)
P. RCI
Q. NCERT
R. ALIMCO
S. NIEPVD
List II: (Core Function)
1. Development of inclusive curriculum frameworks
2. Manufacturing and distribution of Braille kits and mobility canes
3. Statutory regulation of special education training programs
4. Apex national institute for visual impairment
(A) P-1, Q-3, R-4, S-2
(B) P-3, Q-4, R-2, S-1
(C) P-2, Q-1, R-3, S-4
(D) P-3, Q-1, R-2, S-4

72. A student with profound hearing impairment is given a Behind-The-Ear (BTE) hearing aid at a district camp organized by the District Administration in Rajasthan. Which agency most likely supplied this standard BTE hearing aid under a central scheme?
(A) ALIMCO
(B) RCI
(C) NCERT
(D) NIEPID

73. Consider the following statements regarding the role of the RCI in relation to the Right to Education (RTE) Act, 2009:
I. RCI ensures that the special educators appointed to fulfill the RTE mandate for CWSN are appropriately qualified.
II. RCI directly pays the salaries of special educators appointed under the RTE Act.
III. RCI regulates the teacher-pupil ratio norms specifically for special schools.
Which of the above statements is/are correct?
(A) I and II
(B) I and III
(C) II and III
(D) I, II, and III

74. Which of the following National Institutes recently transitioned from being an institute for 'Mental Retardation' to 'Intellectual Disabilities' to align with the progressive terminology of the RPWD Act 2016?
(A) NILD
(B) NIEPID
(C) NIEPMD
(D) NIMHR

75. Mr. Gupta wants to pursue a Diploma in Indian Sign Language Interpretation (DISLI). Which National Institute acts as the primary academic and technical authority for Indian Sign Language training and certification, in conjunction with ISLRTC?
(A) NIEPVD
(B) AYJNISHD
(C) NIEPID
(D) PDUNIPPD

76. In an inclusive school in Rajasthan, a special educator uses the 'FACP' (Functional Assessment Checklist for Programming) tool for a student with intellectual disability to plan an Individualized Education Programme (IEP). Which institute developed this widely used tool?
(A) NCERT
(B) NIEPMD
(C) NIEPVD
(D) NIEPID

77. Which of the following institutions is historically associated with managing the 'Model School for the Visually Handicapped' and pioneering early Braille development in India?
(A) AYJNISHD, Mumbai
(B) NIEPVD, Dehradun

Downloaded from www.pdf.tube

(C) NILD, Kolkata
(D) NCERT, New Delhi

78. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): District Disability Rehabilitation Centres (DDRCs) are meant to provide rehabilitation services directly in rural and district areas.
Reason (R): The National Institutes and CRCs alone cannot physically reach the vast rural population of India requiring rehabilitation services.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

79. Consider the following roles of a school-based special educator registered with RCI:
I. Identifying and evaluating children with special needs.
II. Guiding parents on disability certification and concessions.
III. Suggesting appropriate seating arrangements and adaptations in mainstream classrooms.
IV. Prescribing allopathic medications for ADHD.
Which of the above are appropriate roles for a school-based special educator registered with RCI?
(A) I, II, and III
(B) I, III, and IV
(C) II, III, and IV
(D) I, II, III, and IV

80. Identify the incorrect statement regarding the recognition of courses by the Rehabilitation Council of India (RCI).
(A) Universities can offer B.Ed. Special Education without RCI approval if NCTE approved.
(B) Mandatory statutory RCI recognition is legally required for all training courses.
(C) Academic institutions running recognized programs face periodic compliance inspections.
(D) RCI sets minimum infrastructural and qualified faculty requirements for program approval.

81. A student with Spastic Diplegia (a form of Cerebral Palsy) requires an assessment for mobility aids and functional independence training. Which DEPwD institute has the specific technical expertise to address physical and locomotor disabilities?
(A) PDUNIPPD
(B) AYJNISHD
(C) NIEPVD
(D) NIEPID

82. Which of the following is NOT an eligibility criterion for a person with a disability to receive an aid/appliance under the ADIP Scheme?
(A) Must be an Indian citizen of any age
(B) Must hold a 40% or more disability certificate
(C) Must be enrolled in a registered special school
(D) Must have a monthly income below a stipulated threshold (or up to a threshold for partial subsidy)

83. The 'ADIP-SSA' scheme is a convergence model often implemented in states like Rajasthan. What does this convergence primarily aim to achieve?
(A) Supplying free textbooks and uniforms to all regular students in state schools
(B) Constructing accessible ramps and facilities in private medical hospitals
(C) Integrating general education teaching staff into government medical colleges
(D) Providing assistive devices to school-going CWSN within the education system

NODIA

84. Consider the following statements about the National Institute of Mental Health Rehabilitation (NIMHR):
I. It focuses on the rehabilitation of persons recovering from mental illnesses.
II. It is mandated to promote community-based rehabilitation and research in mental health.
III. It serves as an asylum for life-long institutionalization of persons with severe mental illnesses.
Which of the statements given above is/are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

85. If a registered professional breaches the RCI Code of Ethics by falsely promising a "cure" for

Intellectual Disability to a parent in exchange for large sums of money, what action can RCI take?
(A) Suspend or cancel their CRR registration
(B) Sentence the professional to 5 years in prison directly
(C) Transfer the professional to a different state
(D) Cancel the disability certificate of the child

86. Which tool/material published by NCERT specifically provides guidelines to teachers on making the school environment, curriculum, and classroom practices accessible to all learners?
(A) The Inclusive Education Implementation Manual
(B) BASIC-MR
(C) Index for Inclusion (adapted version)
(D) GLAD

87. During an ADIP camp, ALIMCO frequently distributes 'Smart Canes' and 'Daisy Players'. These devices are primarily meant for beneficiaries with:
(A) Visual Impairment
(B) Hearing Impairment
(C) Locomotor Disability
(D) Intellectual Disability

88. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): NCERT creates tactile maps and braille-adapted science diagrams.
Reason (R): NCERT aims to ensure that visually impaired students have equitable access to the standard science and geography curriculum.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

89. Which of the following is a key objective of the Composite Regional Centres (CRCs)?
(A) To completely replace state-level SCERT bodies in educational research and curriculum planning
(B) To draft the national budgetary allocation for the Ministry of Social Justice and Empowerment
(C) To provide comprehensive rehabilitation services in regions lacking National Institutes
(D) To exclusively manufacture motorized tricycles and orthopedic appliances for adult PwDs

90. Ms. Meena, a primary teacher, uses the NCERT-developed 'Barkha' series in her classroom. She notices that a child with mild cognitive delays responds well to the series. What feature of this series makes it effective for such CWSN?
(A) It uses simple text, familiar contexts, and illustrations
(B) It incorporates advanced academic vocabulary to systematically challenge young learners
(C) It relies entirely on multi-channel auditory processing and oral recitation strategies
(D) It functions primarily as a digital online-only diagnostic assessment platform

91. A special educator observes that a 5-year-old child shows delays in adaptive behavior, poor conceptual skills, and IQ scores significantly below average. To properly assess and program for this child, the educator should refer to the resources and tools developed by which apex institute?
(A) AYJNISHD
(B) NIEPVD
(C) NILD
(D) NIEPID

92. Consider the following pairs of Acts/Policies and the Agency primarily responsible for their educational curriculum guidelines:
I. National Education Policy (NEP) 2020 - NCERT
II. RPWD Act 2016 (Professional Standards) - RCI
III. RCI Act 1992 - ALIMCO
Which of the pairs given above is/are correctly matched?
(A) I only
(B) I and II
(C) II and III
(D) I, II, and III

93. In Rajasthan, the distribution of aids and appliances to CWSN enrolled in government schools is often organized in coordination with Samagra Shiksha. The technical assessment at these camps is mostly conducted by experts from:
(A) ALIMCO and local health departments
(B) NCERT
(C) RCI headquarters staff
(D) Board of Secondary Education, Rajasthan

Click Here to Buy book on Amazon

94. Which of the following functions does DEGSN (NCERT) NOT perform?
(A) Conducting empirical research on inclusive education practices
(B) Developing training modules for mainstream teachers on CWSN
(C) Reviewing and adapting textbooks to make them inclusive
(D) Disbursing monthly disability pensions to students

95. What is the role of the Joint Assessment Committee (JAC) deployed by RCI?
(A) To evaluate clinical severity of developmental disabilities in government hospital wards
(B) To inspect training institutes for granting or renewing course recognition
(C) To systematically evaluate administrative performance of mainstream school principals
(D) To audit annual financial accounts and corporate expenditure records of ALIMCO

96. Under the ADIP scheme, what is the maximum duration generally recommended for the replacement of a prescribed assistive device for a growing child (below 12 years of age)?
(A) Every 1 year
(B) Every 3 years
(C) Every 5 years
(D) Devices are never replaced, only repaired

97. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): The RCI Act prohibits any person without recognized qualifications from practicing as a special educator.
Reason (R): Unqualified practice can lead to inappropriate interventions, causing further harm or loss of critical early intervention periods for children with disabilities.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

98. Which of the following institutes provides specialized manpower training and rehabilitation services specifically for Persons with Multiple Disabilities (such as Deafblindness or CP with MR)?
(A) SVNIRTAR, Cuttack
(B) NIEPMD, Chennai
(C) PDUNIPPD, New Delhi
(D) NIEPID, Secunderabad

NODIA

99. SVNIRTAR, located in Cuttack, is best known for its excellent facilities in:
(A) Special education and braille literacy programs for visually impaired children
(B) Comprehensive Indian Sign Language dictionary creation and standardization
(C) Physiotherapy, Occupational Therapy, Prosthetics & Orthotics, and surgeries
(D) Educational policy drafting and implementation for the Ministry of Education

100. Consider the following statements regarding the PRASHAST app:
I. It is a school-based screening tool for 21 disabilities recognized under the RPWD Act.
II. It was developed by NCERT.
III. It completely replaces the need for medical certification by a government doctor.
IV. It involves a two-stage screening process (Part 1 for teachers, Part 2 for special educators/headmasters).
Which of the statements given above are correct?
(A) I, II, and III
(B) I, II, and IV
(C) II, III, and IV
(D) I, III, and IV

101. A resource teacher in a Rajasthan government school is tasked with teaching reading skills to a deaf child. The teacher uses sign language, visual cues, and fingerspelling. Which apex institute conducts extensive research and creates resources on teaching methodologies for such children?
(A) AYJNISHD
(B) NIEPID
(C) NIMHR
(D) ALIMCO

102. Which of the following is a primary reason why ALIMCO operates as a "Not-for-Profit" organization (Section 8 company)?
(A) To completely avoid statutory government regulations, oversight, and administrative audits
(B) To focus on affordable, accessible aids for PwDs rather than profit
(C) Because its mandate strictly prohibits manufacturing physical commercial goods in factories

(D) To bypass rigorous quality control inspections mandated by the Bureau of Indian Standards

103. If a school administration wants to procure standardized TLM (Teaching Learning Material) kits specifically designed for children with Intellectual Disabilities, which agency historically developed such kits in India?
(A) ALIMCO
(B) NIEPID
(C) NCERT
(D) RCI

104. Consider the following training programs:
I. B.Ed. Special Education (Learning Disability)
II. M.Phil in Clinical Psychology
III. Diploma in Vocational Rehabilitation (Mental Retardation)
The nomenclature and syllabus for which of the above courses are standardized by RCI?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II, and III

105. A parent complains to the district collector that a local private center is employing unqualified staff to provide speech therapy to their child, causing regression in the child's speech. Under which Act is the collector most likely to initiate action against the center for employing unqualified professionals?
(A) RTE Act, 2009
(B) RCI Act, 1992
(C) National Trust Act, 1999
(D) ALIMCO Act, 1972

106. In the context of early intervention, which of the following National Institutes operates a specialized "Early Intervention Clinic" for infants and toddlers at risk of developmental delays and intellectual disabilities?
(A) NIEPVD
(B) NILD
(C) NIEPID
(D) NCERT

107. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): Regular teachers require capacity building in special education, which is heavily supported by NCERT modules.
Reason (R): Under the inclusive education model of NEP 2020, children with disabilities learn in mainstream classrooms, making regular teachers the primary curriculum providers.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

108. The National Institute of Mental Health Rehabilitation (NIMHR) primarily caters to persons recovering from which of the following conditions?
(A) Specific Learning Disabilities including Severe Dyslexia and Dysgraphia
(B) Schizophrenia, Bipolar Disorder, and other psychiatric illnesses
(C) Severe Traumatic Brain Injuries resulting in chronic locomotor deficit
(D) Congenital visual impairments including profound irreversible blindness

109. Which of the following statements best differentiates between the roles of DEPwD National Institutes and ALIMCO?
(A) National Institutes focus on training and research; ALIMCO manufactures aids.
(B) National Institutes formulate overarching national policy, whereas ALIMCO implements all field schemes.
(C) National Institutes manage inclusive mainstream schools, whereas ALIMCO manages residential special schools.
(D) There is no functional difference between them; both perform identical administrative duties.

110. A child with a locomotor disability requires an Ankle Foot Orthosis (AFO) to walk to school independently. At an ADIP camp, the orthotist from ALIMCO takes a plaster cast of the child's leg. What is the purpose of this step?
(A) To provide immediate temporary pain relief for the affected lower limb joints
(B) To fabricate a customized orthotic device matching anatomical alignment
(C) To evaluate and determine exact disability percentages for UDID registration
(D) To prepare surgical intervention plans for correcting orthopedic deformities

Downloaded from www.pdf.tube

111. Which of the following is true about the structure of the RCI General Council?
(A) It consists exclusively of practicing medical doctors and clinical specialists.
(B) It includes representatives from ministries, professionals, NGOs, and PwDs.
(C) It is entirely composed of legislative representatives elected by state assemblies.
(D) It comprises only executive council members directly appointed by the Prime Minister.

112. Identify the correct pair from the following regarding NCERT's contribution to inclusive education:
(A) DEGSN - Department for Engineering and General Science Needs
(B) NCF 2005 - Emphasized inclusive education and child-centered pedagogy
(C) UDL Guidelines - Designing inflexible assessments for gifted children only
(D) Barkha Series - High school science books for the deaf

113. Consider the following statements about the renewal of registration in the Central Rehabilitation Register (CRR):
I. Registration in CRR is valid for a lifetime without any need for renewal.
II. Professionals must earn a specific number of Continuing Rehabilitation Education (CRE) points over 5 years to renew their registration.
III. CRE programs are designed to update professionals on the latest trends and practices in special education.
Which of the statements given above is/are correct?
(A) I only
(B) II and III
(C) I and III
(D) I, II, and III

114. In Rajasthan, an individual seeking an ADIP scheme motorized tricycle from ALIMCO must fulfill which age criterion (as per general ADIP guidelines for motorized tricycles)?
(A) Applicants must be enrolled students above 5 years of age at the time of application
(B) Applicants must be above 16 years of age with severe lower limb disability
(C) Applicants must be certified senior citizens aged 60 years or older with mobility issues
(D) There are no minimum or maximum age restrictions for obtaining motorized tricycles

115. A special educator is preparing a presentation on "Deafblindness and its Educational Implications" for general teachers. To obtain the most authoritative and culturally relevant Indian literature and research papers on this specific dual sensory impairment, the educator should search the publications of:
(A) NILD, Kolkata
(B) NIEPID, Secunderabad
(C) NIEPMD, Chennai
(D) SVNIRTAR, Cuttack

116. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): RCI maintains a strict code of ethics for rehabilitation professionals.
Reason (R): PwDs are a vulnerable population, and ethical guidelines protect them from exploitation and malpractice by unqualified or unscrupulous practitioners.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

NODIA

117. Which of the following is NOT a recognized category of professional under the RCI Act for CRR registration?
(A) Rehabilitation Social Workers
(B) Orientation and Mobility Specialists
(C) Homeopathic Doctors
(D) Vocational Counsellors for PwDs

118. Which department under the Ministry of Social Justice and Empowerment specifically oversees the functioning of ALIMCO, RCI, and the National Institutes?
(A) Department of School Education and Literacy under Ministry of Education
(B) Department of Social Defense under Union Social Justice Ministry
(C) Department of Empowerment of Persons with Disabilities (DEPwD)
(D) Department of Women and Child Development under Union Ministry

119. A student with profound visual impairment is joining class 6 in a regular school. The school wishes to procure a braille kit and a talking calculator. Under the ADIP scheme, which organization is responsible for mass-

manufacturing and distributing these specific items?
(A) ALIMCO
(B) Rehabilitation Council of India
(C) National Council of Educational Research and Training
(D) Central Board of Secondary Education

120. Consider the following combinations of institutes and their headquarters:
I. NIEPVD - Dehradun
II. AYJNISHD - Mumbai
III. NIEPID - Secunderabad
IV. NILD - New Delhi
Which of the above are correctly matched?
(A) I, II, and III
(B) I, III, and IV
(C) II, III, and IV
(D) I, II, III, and IV

121. The "Grade Level Assessment Device (GLAD)" is a tool used primarily to assess children with:
(A) Visual Impairment requiring specialized tactile reading materials
(B) Specific Learning Disabilities for educational planning
(C) Severe Hearing Impairment requiring speech therapy intervention
(D) Locomotor Disabilities requiring physical adaptive mobility aids

122. Which National Institute would be primarily involved in developing standard guidelines for the architectural accessibility of buildings for wheelchair users?
(A) NIEPID (Secunderabad)
(B) AYJNISHD (Mumbai)
(C) PDUNIPPD / NILD
(D) NIEPVD (Dehradun)

123. If a government school teacher in Rajasthan wants to learn about adapting the regular mathematics syllabus for a child with dyscalculia, the most authoritative pedagogical guidelines in India would be found in the manuals published by:
(A) RCI
(B) ALIMCO
(C) NCERT (DEGSN)
(D) Medical Council of India

124. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): ALIMCO organizes mega distribution camps across the country.
Reason (R): Mega camps create public awareness, mobilize large numbers of beneficiaries at once, and facilitate convergence with local government authorities.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

125. Which of the following digital platforms is associated with RCI for maintaining the centralized database of certified professionals?
(A) e-Pathshala
(B) e-CRR portal
(C) Diksha app
(D) Swayam portal

126. A 6-year-old child diagnosed with Autism Spectrum Disorder (ASD) requires an Individualized Education Programme (IEP). Which of the following institutes provides extensive training modules, assessment tools (like ISAA), and IEP guidelines specifically targeting ASD and ID?
(A) NILD, Kolkata center
(B) NIEPVD, Dehradun campus
(C) SVNIRTAR, Cuttack facility
(D) NIEPID, Secunderabad

127. What is a key outcome expected from the convergence of the Samagra Shiksha Abhiyan (Inclusive Education component) with ALIMCO in a state like Rajasthan?
(A) Permanent closure of all state special schools
(B) Provision of assistive devices to enrolled CWSN
(C) Free specialized medical surgeries for all school students
(D) Mandatory residential hostel accommodation for all CWSN

128. Consider the following statements about the role of District Disability Rehabilitation Centres (DDRCs):
I. They act as the nodal centers for disability certification at the district level.
II. They provide early intervention, physiotherapy, and speech therapy.
III. They assist in the repair and maintenance of assistive devices.
Which of the statements given above is/are

Click Here to Buy book on Flipkart

correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

129. Mr. Rakesh, a special educator, wants to integrate a student with low vision into his regular classroom. He needs an optical device (magnifier) for the student. If he refers the child to an ADIP camp, the device provided will most likely be manufactured or sourced by:
(A) NIEPMD
(B) NCERT
(C) RCI
(D) ALIMCO

130. The National Curriculum Framework (NCF) drafted by NCERT addresses the needs of Children with Special Needs by emphasizing:
(A) A separate simplified curriculum designed strictly for segregated special schools
(B) Universal Design for Learning and mainstream curriculum accommodations
(C) Complete exemption from mandatory board examinations for all students with disabilities
(D) Substituting core academic subjects with vocational skill training starting from grade 1

131. Which of the following courses is NOT regulated by the Rehabilitation Council of India (RCI)?
(A) B.Ed. Special Education (Hearing Impairment)
(B) Diploma in Prosthetics and Orthotics (DPO)
(C) Bachelor of Elementary Education (B.El. Ed.)
(D) Diploma in Early Childhood Special Education (Intellectual Disability)

132. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): The CRR registration number must be displayed by rehabilitation professionals in their clinics or mentioned in their official reports.
Reason (R): It ensures accountability and assures parents/clients that the professional is legally qualified to provide special education or rehabilitation services.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

133. Which of the following statements about ALIMCO's modern manufacturing capabilities is correct?
(A) It imports finished adaptive products from foreign countries and acts as a retail vendor
(B) It has CNC machinery for prosthetic manufacturing
(C) It exclusively manufactures traditional wooden crutches and has phased out modern equipment
(D) It produces basic auditory hearing aids while completely excluding physical mobility aids

134. A child with Cerebral Palsy exhibits severe spasticity and is unable to sit upright without support. An ALIMCO assessment team prescribes a 'Cerebral Palsy (CP) Chair'. The primary function of this assistive device is to:
(A) Provide postural support and correct seating alignment
(B) Significantly improve the child's auditory perception and hearing capacity
(C) Enable the child to read embossed tactile Braille script fluently
(D) Permanently cure the underlying congenital neurological brain damage

135. Consider the following statements about NCERT's adaptations for students with Visual Impairment:
I. NCERT has developed audiobooks for various subjects.
II. NCERT creates tactile graphics for science and geography textbooks.
III. NCERT advocates that visually impaired students should not study mathematics after class 5.
Which of the statements given above are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

136. A parent brings a 3-year-old child to a special educator. The child does not respond to name calls, lacks eye contact, and shows delayed speech. The educator suspects Autism Spectrum Disorder. Which National Institute's guidelines and tools should the educator refer to for formal assessment and early intervention planning?

Downloaded from www.pdf.tube

(A) NIEPID
(B) NIEPVD
(C) NILD
(D) AYJNISHD

137. Which of the following correctly describes the relationship between RCI and DEPwD?
(A) DEPwD operates as a subordinate subsidiary unit under administrative oversight of RCI
(B) RCI and DEPwD fall under completely separate central government ministries
(C) RCI is a statutory body under DEPwD oversight
(D) RCI provides full annual budgetary funding to finance DEPwD administrative operations

138. Under the ADIP scheme, what is the income ceiling (monthly income of parents/guardians) to be eligible for a 100% free of cost assistive device?
(A) Up to Rs. 10,000 per month household income
(B) Up to Rs. 22,500 per month
(C) Up to Rs. 50,000 per month household income
(D) No parent income ceiling applies for a 100% subsidy

139. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): NCERT focuses heavily on training DIET (District Institute of Education and Training) faculty in inclusive education.
Reason (R): DIETs are responsible for training grassroots-level primary teachers, creating a multiplier effect for inclusive practices in state schools.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

140. Match the equipment or tool in List I with the agency most likely associated with it in List II and select the correct option.
List I: (Equipment/Tool)
P. Braille Slate and Taylor Frame
Q. PRASHAST Screening Tool
R. FACP Assessment Toolkit
S. B.Ed. Special Education Degree of the Resource Teacher

List II: (Associated Agency/Institute)
1. NIEPID
2. RCI
3. ALIMCO
4. NCERT

(A) P-3, Q-4, R-1, S-2
(B) P-4, Q-3, R-2, S-1
(C) P-1, Q-2, R-3, S-4
(D) P-3, Q-1, R-4, S-2

****

NODIA

ANSWERS

1. (B) 1992
The Rehabilitation Council of India was originally set up as a registered society under the Societies Registration Act in 1986. To grant it statutory authority to regulate training policies and standardize syllabi across the country, the Parliament enacted the Rehabilitation Council of India Act in 1992, which formally came into effect in June 1993.

2. (C) Absence of standardized syllabi and training for rehabilitation professionals
Prior to the Rehabilitation Council of India Act of 1992, special education lacked uniform curricula, quality control, and formal professional standards. Multiple organizations offered unaccredited training programs without standard guidelines. The statutory establishment of the Council addressed this critical gap by regulating professional qualifications, standardizing educational curricula, and maintaining systematic professional standards throughout the country.

3. (A) Maintenance of the Central Rehabilitation Register and promoting research in special education
The Rehabilitation Council of India Amendment Act of 2000 expanded the original statutory mandate of the organization. It explicitly broadened the definitions and scope of rehabilitation services while reinforcing the central register maintenance. Furthermore, it emphasized promoting research, expanding qualifications, and updating professional training programs in the field of special education and disability rehabilitation across India.

4. (D) RCI functions under the Ministry of Education.
The Rehabilitation Council of India was established as a registered society in 1986 and obtained statutory status through an Act of Parliament in 1992. It was amended in 2000 to broaden its scope. Crucially, the Council operates administratively under the Ministry of Social Justice and Empowerment, rather than under the Ministry of Education.

5. (B) To manufacture and distribute aids and appliances for persons with disabilities
The primary mandates of the Rehabilitation Council of India focus on regulating training programs, standardizing qualifications, recognizing educational institutions, and maintaining the Central Rehabilitation Register. Manufacturing and distributing assistive aids and appliances falls under the operational mandate of organizations like the Artificial Limbs Manufacturing Corporation of India, rather than the regulatory duties of the Council.

6. (A) I and II
Developmental functions of the Rehabilitation Council of India include encouraging continuous research in special education and conducting Continuing Rehabilitation Education programs for registered professionals. Establishing inclusive schools across specific state districts is an operational mandate managed by state education departments under flagship government schemes, rather than a direct developmental function of this national regulatory council.

7. (C) A is true but R is false
The Rehabilitation Council of India is legally empowered to standardize and regulate educational curricula for special education programs across the nation. However, it does not function as a financial disbursement agency for school salaries. Payment of special educators in government schools is funded directly by state education departments and central programs like Samagra Shiksha.

8. (A) Managing administrative and financial affairs of the Council
The Executive Committee of the Rehabilitation Council of India serves as its principal executive body responsible for managing administrative, financial, and routine operational matters. It implements policy decisions made by the General Council, supervises institutional compliance, and ensures proper execution of statutory mandates regarding professional standards and training across various certified training institutions.

Click Here to Buy book on Amazon

9. (B) The Member Secretary
In accordance with the organizational framework laid down in the Rehabilitation Council of India Act, the Member Secretary functions as the executive officer and ex-officio secretary of the Council. This officer manages daily administrative affairs, maintains official documentation, coordinates committee meetings, and oversees execution of decisions taken by the General Council and Executive Committee.

10. (A) I, II, and III
Professional personnel such as audiologists, speech therapists, clinical psychologists, and special educators are required to register with the Central Rehabilitation Register to practice legally. General primary school teachers, who deliver mainstream general education, operate under regular teacher education regulatory bodies like the National Council for Teacher Education and do not require registration on this specific rehabilitation register.

11. (A) To document details of qualified rehabilitation professionals
The Central Rehabilitation Register is a statutory register maintained by the Rehabilitation Council of India to document verified qualifications of certified professionals. Maintaining this central register ensures that only properly qualified individuals deliver special education and rehabilitation services, thereby protecting service recipients from unqualified practice and maintaining uniform national standards across all recognized disability disciplines.

12. (C) Imprisonment extending up to one year, or fine, or both
Under Section 13 of the Rehabilitation Council of India Act of 1992, practicing as a rehabilitation professional without holding recognized qualifications and enrollment on the Central Rehabilitation Register is a punishable offense. Individuals committing this violation face legal prosecution resulting in imprisonment for a term extending up to one year, or a monetary fine, or both.

13. (D) He is ineligible for appointment as his degree lacks recognition for CRR registration.
Statutory regulations mandate that candidates seeking recruitment as special educators must possess qualifications recognized by the Rehabilitation Council of India to qualify for registration on the Central Rehabilitation Register. Obtaining qualifications from an unrecognized institution precludes professional registration, making the candidate legally ineligible for appointment to special educator positions within state education projects like Samagra Shiksha.

14. (C) The institute must meet prescribed infrastructure, faculty, and clinical facility norms.
To secure recognition from the Rehabilitation Council of India for running teacher education programs, an institution must fulfill mandatory statutory standards. These requirements include adequate infrastructure, appropriately qualified faculty registered on the central register, specialized clinical learning facilities, and practical exposure centers to ensure high-quality training standards for all enrolled student trainees.

15. (B) Surprise inspections and joint assessment visits
The Rehabilitation Council of India maintains quality standards in recognized institutions through periodic monitoring mechanisms. It dispatches Joint Assessment Committees to conduct comprehensive inspections and evaluation visits. These teams inspect physical infrastructure, assess faculty qualifications, verify laboratory and clinical facilities, examine educational resources, and evaluate institutional compliance with prescribed statutory norms and course guidelines.

16. (D) B.Ed. Spl. Ed. - Prepares teachers for primary to secondary level
The Bachelor of Education in Special Education program is structured to train educators for primary, upper primary, and secondary school levels in inclusive and special school environments. Conversely, diploma programs handle elementary levels, master's degrees focus on higher education and teacher training, and sign language interpreter diplomas cater specifically to visual or hearing support roles.

17. (A) Aligning with NEP 2020 and rights-based RPWD Act 2016 framework
Recent curricular revisions by the Rehabilitation Council of India reflect a strategic shift toward the Rights of Persons with Disabilities Act of 2016 and the National Education Policy 2020. This modern framework emphasizes

NODIA

inclusive pedagogical strategies, cross-disability competence, rights-based approaches, universal design for learning, and flexible instructional methodologies in teacher preparation curricula across India.

18. (A) Both A and R are true and R is the correct explanation of A
The Rehabilitation Council of India mandates earning Continuing Rehabilitation Education points for renewing registration on the Central Rehabilitation Register every five years. Continuous participation in professional development programs ensures that practicing special educators and rehabilitation professionals stay updated on modern pedagogical tools, legislative changes, and emerging scientific advancements in the field of disability rehabilitation.

19. (B) Respect the dignity, rights, and autonomy of persons with disabilities
The professional code of conduct framed by the Rehabilitation Council of India requires registered professionals to uphold high ethical standards. Educators are bound to respect the individual dignity, inherent rights, and personal autonomy of persons with disabilities, ensuring confidential handling of diagnostic assessments, avoiding unscientific promises of total cures, and practicing within certified professional boundaries.

20. (B) Remove the professional's name from the Central Rehabilitation Register
When a registered professional is found guilty of professional misconduct or unethical practices, the Rehabilitation Council of India possesses statutory disciplinary authority under its governing Act. The Council can initiate proceedings to remove the individual's name from the Central Rehabilitation Register, thereby revoking their legal status to practice as a certified rehabilitation professional nationwide.

21. (B) Online portal for paperless CRR registration and CRE point tracking
To modernize administrative processes, the Rehabilitation Council of India launched digital portals for paperless registration on the Central Rehabilitation Register. This digital system allows professionals to submit online applications, upload credentials, track status, and verify earned Continuing Rehabilitation Education points efficiently, eliminating manual paperwork and enhancing operational transparency across professional registration workflows.

22. (B) I and II
The Rehabilitation Council of India collaborates with open universities to offer distance learning programs in special education, extending professional training to remote regions. It has successfully conducted foundation courses for in-service general teachers. However, face-to-face conventional programs remain fully operational alongside distance modes, as physical practical clinical training remains essential for professional preparation.

23. (C) Ministry of Social Justice and Empowerment
The Department of Empowerment of Persons with Disabilities operates under the Union Ministry of Social Justice and Empowerment. This department serves as the administrative nodal authority overseeing national institutions, statutory regulatory bodies like the Rehabilitation Council of India, public sector enterprises like ALIMCO, and key social welfare policies aimed at disability empowerment across India.

24. (A) To serve as apex research, training, and rehabilitation centers
National Institutes functioning under the Department of Empowerment of Persons with Disabilities act as premier apex centers for specific disability categories. Their core functions encompass conducting scientific research, developing human resources through recognized academic courses, delivering clinical rehabilitation services, designing teaching-learning materials, and providing technical support to governmental and non-governmental institutions nationwide.

25. (B) Intellectual Disability
The National Institute for the Empowerment of Persons with Intellectual Disabilities, located in Secunderabad, serves as the premier national center dedicated to intellectual disability. It conducts academic programs, generates clinical assessment tools, provides therapeutic interventions, promotes research initiatives, and trains specialized manpower to support individuals with intellectual and developmental delays across their lifespan.

Downloaded from www.pdf.tube

26. (B) BASIC-MR (Behavioural Assessment Scales for Indian Children with Mental Retardation)
The Behavioural Assessment Scales for Indian Children with Mental Retardation was specifically developed by the institute in Secunderabad to assess school-aged children with intellectual disabilities. This tool evaluates basic skill behaviors and problem behaviors, enabling special educators to systematically plan, execute, and monitor individualized education programs tailored to student developmental needs.

27. (A) Dehradun
The National Institute for the Empowerment of Persons with Visual Disabilities is situated in Dehradun, Uttarakhand. As an apex organization, it focuses on education, vocational training, research, and technical development for individuals with visual impairment, while operating specialized units like the Central Braille Press to produce accessible learning literature for students nationwide.

28. (A) The Central Braille Press
The Central Braille Press is a prominent production facility managed by the National Institute for the Empowerment of Persons with Visual Disabilities in Dehradun. It produces embossed Braille textbooks, reference literature, and tactile reading materials for visually impaired students across India, playing a vital role in enabling educational access and promoting inclusive literacy.

29. (C) Chennai
The National Institute for Empowerment of Persons with Multiple Disabilities is located in Muttukadu, Chennai, Tamil Nadu. Established under the administrative oversight of the central ministry, this institute delivers comprehensive rehabilitation services, professional academic training, and research programs designed specifically for individuals affected by multiple complex disabling conditions, such as deafblindness.

30. (A) Deafblindness and Cerebral Palsy with intellectual impairment
The institute in Chennai focuses on individuals who experience two or more combined disabling conditions, such as deafblindness or cerebral palsy paired with intellectual impairment. Its specialized outreach and educational training initiatives cater directly to complex support requirements that cannot be adequately met by single-disability intervention frameworks or conventional educational settings.

NODIA

31. (A) Both A and R are true and R is the correct explanation of A
The Ali Yavar Jung National Institute of Speech and Hearing Disabilities in Mumbai plays a pivotal role in human resource development for speech and hearing rehabilitation. It conducts recognized undergraduate and postgraduate degree courses, including the Bachelor of Audiology and Speech-Language Pathology, producing certified professionals needed for early intervention and clinical therapy.

32. (B) AYJNISHD
The Ali Yavar Jung National Institute of Speech and Hearing Disabilities serves as the primary national apex body for technical guidance, early intervention, and auditory rehabilitation resources. Special educators seeking standardized Indian diagnostic scales, habilitation strategies, and communication materials for young deaf children rely on research guidelines published by this specialized Mumbai institute.

33. (A) Kolkata
The National Institute for Locomotor Disabilities is headquartered in Kolkata, West Bengal. This institute functions as an apex center specializing in clinical rehabilitation, surgical correction of orthopedic conditions, design of artificial limbs and orthoses, and manpower training through recognized professional courses in physiotherapy, occupational therapy, and prosthetics.

34. (C) SVNIRTAR
Swami Vivekanand National Institute of Rehabilitation Training and Research is located in Olatpur, Cuttack, Odisha. It is renowned for providing comprehensive clinical rehabilitation services, surgical operations for locomotor deformities, inpatient therapeutic care, and running recognized degree programs in physical therapy, occupational therapy, and prosthetics and orthotics.

35. (A) Sehore, Madhya Pradesh
The National Institute of Mental Health Rehabilitation is situated at Sehore near Bhopal in Madhya Pradesh. Established as an autonomous institution under the central ministry, it focuses on capacity building, research, diploma courses,

and specialized community rehabilitation services for individuals recovering from mental illnesses and psychiatric conditions.

36. (A) I and II
Pandit Deendayal Upadhyaya National Institute for Persons with Physical Disabilities is situated in New Delhi. It specializes in physical disabilities and conducts recognized professional degree programs in physiotherapy and occupational therapy. Its mandate centers on physical and locomotor rehabilitation rather than catering exclusively to intellectual and developmental disabilities.

37. (B) To offer decentralized rehabilitation services as extended regional arms
Composite Regional Centres are set up by the central department as extended outreach arms of apex National Institutes. Their primary purpose is to provide decentralized clinical rehabilitation, therapeutic services, early intervention, distribution of assistive devices, and short-term professional training in regions and states lacking dedicated standalone national institutional headquarters.

38. (B) Deliver rehabilitation services directly at the grassroots district level
District Disability Rehabilitation Centres are established to deliver comprehensive rehabilitation services directly at the grassroots district level. Operated through local administrative bodies and district management committees, these centers provide early identification, fitting of assistive devices, therapeutic interventions, disability certification support, and community awareness to serve rural and semi-urban populations effectively.

39. (D) P-2, Q-4, R-1, S-3
NIEPID in Secunderabad addresses intellectual disability, while NIEPVD in Dehradun focuses on visual disabilities. AYJNISHD in Mumbai specializes in speech and hearing disabilities, whereas NIMHR in Sehore is dedicated to mental health rehabilitation. Matching each institute with its designated core target population aligns with their respective statutory central mandates.

40. (B) NIEPMD
The National Institute for Empowerment of Persons with Multiple Disabilities in Chennai holds the specific national mandate to assess, support, and plan pedagogical interventions for individuals with multiple complex disabilities. Conditions combining cerebral palsy, profound hearing loss, and visual impairment require the specialized cross-disability clinical expertise provided by this institution.

41. (C) SVNIRTAR - Secunderabad
Swami Vivekanand National Institute of Rehabilitation Training and Research is located in Cuttack, Odisha, not Secunderabad. Secunderabad houses the National Institute for the Empowerment of Persons with Intellectual Disabilities. The other pairs accurately reflect the official headquarters locations of the respective national apex institutions under the central ministry.

42. (B) Rehabilitation Council of India
Professional degree, diploma, and certificate courses in special education and disability rehabilitation conducted by National Institutes must be recognized by the Rehabilitation Council of India. The Council standardizes course syllabi, regulates training quality, and enables successful graduates to register on the Central Rehabilitation Register to practice legally across the country.

43. (A) I and II
National Institutes conduct essential research to develop indigenous psychological assessment tools and design improved assistive technology. They also actively train general education teachers, resource personnel, and community workers on inclusive classroom practices, ensuring that educational inclusion strategies are disseminated effectively to mainstream institutions alongside specialized clinical research activities.

44. (B) Samagra Shiksha Abhiyan inclusive education wing
National Institutes and Composite Regional Centres collaborate closely with the inclusive education division of Samagra Shiksha Abhiyan in states like Rajasthan. This partnership facilitates grassroots screening, distribution of assistive devices, teacher capacity building, and implementation of individualized education support for children with special needs enrolled in state government schools.

Click Here to Buy book on Flipkart

45. (D) A Composite Regional Centre under a DEPwD National Institute
A Composite Regional Centre serves as the technical field extension of national institutes equipped to provide practical training on inclusive pedagogy, Universal Design for Learning, and cross-disability management. Partnering with a regional center enables district education authorities to access expert faculty, demonstration materials, and specialized resource support for teacher workshops.

46. (D) A is false but R is true
National Institutes regularly offer long-term undergraduate and postgraduate degree courses recognized by universities and professional regulatory bodies, alongside short-term orientation programs. Traditional multidisciplinary universities also offer such courses. Therefore, claiming that national institutes only conduct short-term orientation courses is factually incorrect, while multidisciplinary universities indeed run degree programs.

47. (B) II, III, and IV
Typical functions of National Institutes include organizing continuing education programs, running early intervention clinics, and developing resource tools like sign language dictionaries. Mass manufacturing of standardized prosthetics is primarily executed by public sector industrial enterprises like ALIMCO, whereas institutes focus on research, training, clinical care, and specialized prototype development.

48. (A) Inclusive education in mainstream schools
The National Council of Educational Research and Training approaches special education primarily through the lens of inclusive education in mainstream school environments. Its policies and curricular frameworks focus on enabling children with disabilities to learn alongside their non-disabled peers within regular classrooms by adapting teaching methodologies, learning materials, and assessment processes.

49. (B) Department of Education of Groups with Special Needs (DEGSN)
Within NCERT, the Department of Education of Groups with Special Needs is specifically mandated to promote inclusive education for children with disabilities and socially disadvantaged groups. It develops exemplar learning resources, formulates pedagogical guidelines, conducts policy research, and designs teacher training modules aimed at removing educational barriers in mainstream school systems.

50. (B) To develop inclusive curricula, learning materials, and pedagogical strategies
The primary objective of the Department of Education of Groups with Special Needs at NCERT is creating inclusive curricula, adapting instructional materials, and developing teaching strategies for diverse learners. Statutory registration of professionals and medical certification of disability percentages fall outside its scope, as those are handled by regulatory and health authorities.

NODIA

51. (B) To guide schools in reviewing cultures, policies, and practices for inclusion
The adapted Index for Inclusion promoted by NCERT is a self-evaluation resource structured to help school communities analyze and improve their educational environment. It guides educators, administrators, and parents in examining school cultures, policies, and instructional practices to remove systemic learning barriers and foster inclusive participation for all children.

52. (A) Barkha Reading Series
The Barkha Reading Series was developed by NCERT as an inclusive supplementary reading series for early grades. Incorporating principles of Universal Design for Learning, it features accessible storylines, visual illustrations, and high-contrast text layout designed to support diverse children, including those with learning difficulties and developmental delays, in acquiring early literacy skills.

53. (B) Incorporating tactile features, high contrast, and accessible text for diverse learners
The Barkha Reading Series supports inclusive early literacy by offering accessible design features such as high-contrast illustrations, simple story structures, and tactile elements. These design principles ensure that children with varying learning needs, low vision, or cognitive delays can engage with reading materials effectively alongside their peers in mainstream primary classrooms.

54. (A) I and II
PRASHAST, which stands for Pre Assessment Holistic Screening Tool, is a mobile application created by NCERT to assist school teachers in

identifying suspected disabilities covered under the RPWD Act 2016. It serves as a preliminary screening mechanism to flag potential learning needs, but does not provide legally binding medical diagnosis or disability certificates.

55. (C) PRASHAST App
The PRASHAST application developed by NCERT is designed specifically for primary school teachers to conduct initial classroom screening for potential learning disabilities and developmental delays. Using structured behavioral checklists, teachers can screen students showing academic difficulties before referring them to medical boards or resource specialists for formal diagnostic evaluation.

56. (A) Both A and R are true and R is the correct explanation of A
NCERT's National Curriculum Framework advocates flexible curricular designs, differentiated instruction, and adaptive assessment practices. Rigid, standardized instructional approaches create unnecessary learning barriers for children with diverse abilities. Flexible frameworks allow teachers to accommodate varying learning styles and developmental needs, making regular classroom environments truly inclusive for all students.

57. (A) Modifying content complexity and emphasizing functional daily life skills
Curricular adaptations recommended by NCERT for children with intellectual disabilities focus on modifying lesson complexity, breaking tasks into manageable steps, and integrating functional daily life skills into academic instruction. This pedagogical approach ensures meaningful participation and practical skill development tailored to the child's learning capacity without completely eliminating learning goals.

58. (B) RSCERT - Rajasthan State Council of Educational Research and Training
The Rajasthan State Council of Educational Research and Training located in Udaipur functions as the apex state counterpart of NCERT. It is responsible for curriculum adaptation, textbook preparation, teacher training, and educational research, leading efforts to implement inclusive education practices across elementary and secondary schools in Rajasthan.

59. (C) Artificial Limbs Manufacturing Corporation of India
ALIMCO stands for Artificial Limbs Manufacturing Corporation of India. It is a Central Public Sector Enterprise established to manufacture, market, and distribute quality artificial limbs, orthotic devices, and auxiliary aids for persons with disabilities across the country, ensuring affordable access to rehabilitation equipment through government welfare schemes.

60. (B) Ministry of Social Justice and Empowerment
The Artificial Limbs Manufacturing Corporation of India is a non-profit Central Public Sector Enterprise operating under the administrative control of the Department of Empowerment of Persons with Disabilities within the Ministry of Social Justice and Empowerment. It executes core government programs aiming to empower persons with physical and sensory impairments.

61. (B) Kanpur
The central headquarters and primary manufacturing complex of the Artificial Limbs Manufacturing Corporation of India are situated in Kanpur, Uttar Pradesh. From this central manufacturing unit, alongside regional auxiliary production centers, the corporation fabricates and distributes mass-produced mobility aids, prosthetics, orthotics, and assistive appliances across all states and union territories.

62. (B) I and II
Objectives of the Artificial Limbs Manufacturing Corporation of India focus on manufacturing high-quality prosthetic appliances, mobility aids, and sensory devices and distributing them at reasonable costs to empower individuals with disabilities. Manufacturing pharmaceutical products like psychiatric medications falls completely outside its industrial engineering mandate and public sector operational scope.

NODIA

63. (D) Prescription glasses for typical myopia
The Artificial Limbs Manufacturing Corporation of India manufactures and supplies specialized rehabilitation aids such as motorized tricycles, wheelchairs, Braille caning kits, Daisy players, and hearing aids. Standard optical prescription glasses for routine refractive errors are distributed through general healthcare facilities rather than being produced or supplied under the corporation's specialized product catalog.

64. (C) Assistance to Disabled Persons for Purchase/ Fitting of Aids and Appliances
ADIP stands for Assistance to Disabled Persons for Purchase/Fitting of Aids and Appliances. It is a flagship central scheme funded by the Ministry of Social Justice and Empowerment, designed to provide durable, modern, and scientifically manufactured aids and appliances to eligible persons with disabilities to enhance their physical mobility and independent living.

65. (B) To medically assess beneficiaries, evaluate device needs, and take measurements
During the assessment camp phase of the ADIP scheme, multidisciplinary teams comprising doctors, prosthetists, and technical experts evaluate attending individuals. The experts examine disability conditions, ascertain individual functional requirements, prescribe appropriate assistive devices, and record precise anatomical measurements required to fabricate customized prosthetics, orthotics, or modified mobility appliances.

66. (B) 100% subsidy (Free of cost)
Under the ADIP scheme guidelines implemented by ALIMCO, beneficiaries belonging to Below Poverty Line families or those meeting stipulated low household income criteria receive required assistive devices, including customized wheelchairs, with a 100% financial subsidy. This ensures that economically disadvantaged children receive essential rehabilitation appliances completely free of cost.

67. (A) Both A and R are true and R is the correct explanation of A
Beneficiaries attending ALIMCO distribution camps must present a valid disability certificate verifying benchmark disability. This documentation confirms the nature and extent of the impairment, enabling technical teams to prescribe and fit the correct specialized assistive device suited to the individual's certified physical, visual, or auditory requirements.

68. (A) IV, II, III, I
The operational sequence under the ADIP scheme begins with identifying and mobilizing beneficiaries through local authorities. Next, experts hold assessment camps to measure and record device requirements. Afterwards, customization and fabrication occur at manufacturing facilities, culminating in holding distribution camps where finished assistive devices are handed over to beneficiaries.

69. (B) BIS (Bureau of Indian Standards)
To ensure safety, reliability, and durability, products manufactured and supplied by the Artificial Limbs Manufacturing Corporation of India comply with quality benchmarks prescribed by the Bureau of Indian Standards. Standardized testing and certification ensure that mobility aids and prosthetic devices meet necessary physical strength and safety criteria for daily usage.

70. (A) 3D printing and CAD/CAM technologies for prosthetic socket design
Modernization initiatives at the Artificial Limbs Manufacturing Corporation of India have introduced Computer-Aided Design and Computer-Aided Manufacturing alongside 3D printing technology. These advanced technological processes allow precise digital scanning and rapid fabrication of custom-fitted prosthetic sockets and orthotic liners, drastically improving anatomical fit, comfort, and production turnaround times for amputees.

71. (D) P-3, Q-1, R-2, S-4
The Rehabilitation Council of India regulates statutory training standards for special education. NCERT develops national curriculum frameworks for inclusive schooling. ALIMCO manufactures and distributes assistive equipment, including Braille kits. NIEPVD serves as the national apex institute specializing in visual impairment research and rehabilitation. Each body plays a distinct role.

72. (A) ALIMCO
Behind-The-Ear hearing aids distributed at government camps under central assistance programs are manufactured and supplied primarily by ALIMCO. The corporation mass-produces standardized auditory aids and distributes them during regional ADIP camps organized in collaboration with district administrations to assist students with hearing impairments in school environments.

73. (B) I and III
The Rehabilitation Council of India ensures that special educators recruited under the Right to Education Act hold recognized qualifications and regulates professional-to-pupil ratios in

Downloaded from www.pdf.tube

special education contexts. Payment of teacher salaries is handled directly by state government departments and educational authorities, rather than through regulatory bodies like the Council.

74. (B) NIEPID
The National Institute for the Mentally Handicapped in Secunderabad was formally renamed the National Institute for the Empowerment of Persons with Intellectual Disabilities. This renaming aligns institutional nomenclature with the updated rights-based terminology of the Rights of Persons with Disabilities Act 2016, eliminating archaic and stigmatizing terms like mental retardation.

75. (B) AYJNISHD
The Ali Yavar Jung National Institute of Speech and Hearing Disabilities in Mumbai acts as a principal academic authority for hearing rehabilitation and Indian Sign Language training programs. Working alongside specialized bodies, it designs course curricula, conducts diploma programs in sign language interpretation, and standardizes professional training nationwide.

76. (D) NIEPID
The Functional Assessment Checklist for Programming was created by the National Institute for the Empowerment of Persons with Intellectual Disabilities in Secunderabad. Special educators use this comprehensive assessment tool to evaluate skill levels, establish baseline performance, and structure individualized education programs for children with intellectual disabilities in educational settings.

77. (B) NIEPVD, Dehradun
The National Institute for the Empowerment of Persons with Visual Disabilities in Dehradun is historically linked with managing the Model School for the Visually Handicapped. The institute pioneered early Braille printing technology, educational resource development, and teacher preparation methodologies for visually impaired students across the country.

78. (A) Both A and R are true and R is the correct explanation of A
District Disability Rehabilitation Centres are established to deliver essential rehabilitation services directly at district and rural levels. Because apex national institutes and regional centers are located in select urban cities, local district rehabilitation centers are vital to bridging coverage gaps and providing grassroots services to widely dispersed rural populations.

79. (A) I, II, and III
Registered special educators evaluate children with special needs, guide families on official disability certification processes, and recommend classroom accommodations. Prescribing medical treatments or pharmaceuticals for psychiatric conditions like ADHD falls under the clinical scope of qualified medical practitioners and psychiatrists, not educational personnel registered with the Council.

80. (A) Universities can offer B.Ed. Special Education without RCI approval if NCTE approved.
Universities and academic institutions cannot legally run B.Ed. Special Education programs based solely on general teacher education approval. Statutory law requires specific approval and course recognition from the Rehabilitation Council of India. Offering professional special education training without Council recognition violates federal law, leaving graduates ineligible for Central Rehabilitation Register enrollment.

81. (A) PDUNIPPD
Pandit Deendayal Upadhyaya National Institute for Persons with Physical Disabilities possesses specialized clinical expertise in evaluating physical impairments and cerebral palsy conditions. The institute offers comprehensive therapy, functional mobility training, and prescription of orthotic devices to support independent movement and physical rehabilitation for children affected by spastic diplegia.

NODIA

82. (C) Must be enrolled in a registered special school
Eligibility for receiving assistive devices under the ADIP scheme requires Indian citizenship, a certified disability of 40% or more, and income within statutory limits. Enrolling in a special school is not a mandatory eligibility condition, as students in mainstream inclusive schools and non-enrolled individuals are equally eligible for scheme benefits.

83. (D) Providing assistive devices to school-going CWSN within the education system
The convergence model between the ADIP scheme and Samagra Shiksha Abhiyan aims to deliver free assistive devices, wheelchairs, hearing

aids, and Braille kits directly to school-going children with special needs. This inter-agency initiative ensures that disabled students receive appropriate mobility and learning equipment to participate fully in mainstream educational settings.

84. (A) I and II
The National Institute of Mental Health Rehabilitation focuses on post-illness psychiatric rehabilitation, vocational skills training, community re-integration, and clinical research. It is structured to foster independent living and community inclusion for recovering individuals, rather than operating as a permanent custodial institution or asylum for lifelong institutional confinement.

85. (A) Suspend or cancel their CRR registration
If a registered professional engages in serious misconduct, such as falsely claiming guaranteed cures for non-curable developmental conditions in exchange for money, the Rehabilitation Council of India can take legal disciplinary action. The Council has the statutory authority to suspend or permanently cancel the individual's entry in the Central Rehabilitation Register.

86. (C) Index for Inclusion (adapted version)
The adapted version of the Index for Inclusion published by NCERT provides operational guidelines for school heads and teachers. It assists educators in evaluating institutional practices, modifying curricula, removing physical or social barriers, and creating inclusive school environments where all children, regardless of ability, participate meaningfully in learning.

87. (A) Visual Impairment
Smart Canes with ultrasonic sensors and digital Daisy Players for playing audiobooks are specialized technological devices supplied during ALIMCO camps. These assistive appliances are designed to enhance independent orientation, mobility, and educational access specifically for individuals with visual impairments or low vision in classroom and community settings.

88. (A) Both A and R are true and R is the correct explanation of A
NCERT develops tactile relief maps, embossed diagrams, and raised-line science illustrations specifically for visually impaired students. Creating accessible tactile graphic materials ensures that students with visual disabilities can explore geographical contours, spatial layouts, and scientific diagrams on an equal basis with sighted peers during classroom instruction.

89. (C) To provide comprehensive rehabilitation services in regions lacking National Institutes
A central objective of Composite Regional Centres is to deliver decentralized rehabilitation, early intervention, fitting of assistive devices, and special education support in geographic regions lacking direct presence of apex national institutes. They bridge service gaps by offering multidisciplinary clinical and educational facilities directly to regional communities.

90. (A) It uses simple text, familiar contexts, and illustrations
The Barkha Reading Series uses clear, repetitive text structures, familiar everyday contexts, and high-contrast visual illustrations. These elements lower cognitive load, enhance comprehension, and support phonemic association, making the reading series highly effective for children with mild cognitive delays and early stage learning difficulties in inclusive primary classrooms.

91. (D) NIEPID
The National Institute for the Empowerment of Persons with Intellectual Disabilities in Secunderabad is the premier agency for intellectual disability assessment tools and pedagogical frameworks. Educators evaluating children with adaptive behavior delays and below-average cognitive abilities utilize diagnostic instruments, functional checklists, and intervention guidelines developed by this specialized institute.

92. (B) I and II
NCERT formulates pedagogical frameworks aligned with the National Education Policy 2020, while the Rehabilitation Council of India regulates professional standards under the RPWD Act 2016. The Rehabilitation Council of India Act is enforced by the Council itself, whereas ALIMCO is a manufacturing enterprise, making the third combination incorrect.

93. (A) ALIMCO and local health departments
Technical screening and assessment at aid distribution camps organized under state education initiatives in Rajasthan are conducted jointly by technical teams from ALIMCO and local medical health departments. Qualified

Click Here to Buy book on Amazon

prosthetists, audiologists, and medical officers evaluate students with disabilities to determine exact specifications for prescribed assistive devices.

94. (D) Disbursing monthly disability pensions to students
The Department of Education of Groups with Special Needs at NCERT conducts educational research, creates inclusive teacher training modules, and adapts standard school textbooks. Disbursing monthly disability pensions or financial welfare stipends is an administrative function executed by state social welfare departments rather than an academic research council like NCERT.

95. (B) To inspect training institutes for granting or renewing course recognition
The Rehabilitation Council of India deploys Joint Assessment Committees to conduct physical inspections of institutions seeking fresh recognition or renewal for running special education training courses. These committees evaluate physical infrastructure, qualified faculty strength, clinical practice facilities, and pedagogical resources to ensure full compliance with regulatory council norms.

96. (A) Every 1 year
Under general guidelines of the ADIP scheme, growing children below 12 years of age are eligible for replacement of fitted assistive devices or orthotic appliances every 1 year. Rapid physical growth in young children necessitates frequent anatomical adjustment or replacement of prosthetic sockets, limbs, and braces to maintain proper fitting.

97. (A) Both A and R are true and R is the correct explanation of A
The Rehabilitation Council of India Act prohibits unqualified individuals from practicing as special educators. Standardized professional credentials are required because untrained practice can result in inappropriate interventions, leading to pedagogical regression or loss of crucial early developmental windows for children requiring specialized educational support.

98. (B) NIEPMD, Chennai
The National Institute for Empowerment of Persons with Multiple Disabilities in Chennai specializes in human resource development and rehabilitation for individuals presenting multiple combined disabilities. The institute develops specialized teaching methodologies, adaptive equipment, and early intervention programs specifically tailored for complex conditions like deafblindness and combined motor-intellectual impairments.

99. (C) Physiotherapy, Occupational Therapy, Prosthetics & Orthotics, and surgeries
Swami Vivekanand National Institute of Rehabilitation Training and Research in Cuttack is nationally recognized for physical rehabilitation excellence. It features specialized facilities for orthopedic reconstructive surgeries, clinical physiotherapy, occupational therapy, and the custom design and fitting of advanced prosthetics and orthotics for patients with severe locomotor disabilities.

100. (B) I, II, and IV
PRASHAST is a two-part school-based screening application developed by NCERT covering 21 disability categories recognized under the RPWD Act 2016. Part 1 is completed by class teachers and Part 2 by resource teachers. However, it serves only as a preliminary screening tool and cannot replace formal medical evaluation or government disability certification.

NODIA

101. (A) AYJNISHD
The Ali Yavar Jung National Institute of Speech and Hearing Disabilities in Mumbai is the principal national institute conducting research on educational strategies for deaf children. It produces specialized pedagogical guides, total communication materials, and instructional methodologies combining sign language, fingerspelling, and visual aids for educators working in inclusive classrooms.

102. (B) To focus on affordable, accessible aids for PwDs rather than profit
The Artificial Limbs Manufacturing Corporation of India is structured as a not-for-profit Section 8 company to prioritize public welfare over financial profit. This organizational status ensures that high-quality prosthetics, mobility devices, and adaptive equipment are manufactured efficiently and distributed at subsidized or no-cost rates to economically vulnerable individuals.

103. (B) NIEPID
Standardized Teaching Learning Material kits specifically tailored for children with intellectual disabilities were developed by the National Institute for the Empowerment of Persons with Intellectual Disabilities in Secunderabad. These multi-sensory kits provide structured concrete materials that special educators use to build cognitive, social, and functional skills in students.

104. (D) I, II, and III
The Rehabilitation Council of India standardizes regulations, nomenclature, entry qualifications, and course syllabi across diverse rehabilitation disciplines. This oversight covers teacher education courses like B.Ed. Special Education, clinical health qualifications like M.Phil in Clinical Psychology, and vocational credentials like the Diploma in Vocational Rehabilitation for intellectual disabilities.

105. (B) RCI Act, 1992
District authorities can initiate legal proceedings under the Rehabilitation Council of India Act of 1992 against centers employing unqualified individuals to provide rehabilitation services like speech therapy. Section 13 of the Act explicitly prohibits unregistered practice, making unauthorized delivery of specialized therapy services a legally punishable offense.

106. (C) NIEPID
The National Institute for the Empowerment of Persons with Intellectual Disabilities in Secunderabad operates specialized Early Intervention Clinics for infants and toddlers. These clinical facilities provide early developmental screening, sensory integration, therapeutic exercises, and parent counseling to minimize developmental delays in young children at risk of intellectual disabilities.

107. (A) Both A and R are true and R is the correct explanation of A
Regular classroom teachers require capacity building in inclusive practices because NEP 2020 promotes educating children with special needs within mainstream classrooms. NCERT develops specialized teacher training modules and resource materials, empowering regular educators to adapt instruction, implement accommodations, and manage diverse learning needs in general education environments.

108. (B) Schizophrenia, Bipolar Disorder, and other psychiatric illnesses
The National Institute of Mental Health Rehabilitation in Sehore specifically serves persons recovering from severe mental illnesses and psychiatric conditions, such as schizophrenia and bipolar disorder. The institute provides psychosocial rehabilitation, vocational retraining, family therapy, and community support programs to facilitate independent community re-entry for recovering patients.

109. (A) National Institutes focus on training and research; ALIMCO manufactures aids.
National Institutes under the central department focus primarily on human resource training, academic programs, clinical research, assessment tool development, and therapeutic rehabilitation. In contrast, ALIMCO functions as an industrial manufacturing corporation whose primary role is mass-producing and distributing prosthetic devices, wheelchairs, and physical aids nationwide.

110. (B) To fabricate a customized orthotic device matching anatomical alignment
Taking a plaster cast of a child's lower limb enables technical orthotists from ALIMCO to capture precise anatomical dimensions. This mold serves as the physical model required to fabricate a custom-fitted Ankle Foot Orthosis that offers correct structural support, controls spastic deformity, and improves gait stability during walking.

111. (B) It includes representatives from ministries, professionals, NGOs, and PwDs.
The General Council of the Rehabilitation Council of India is a broad-based representative body. Its composition includes government officials from relevant central ministries, professional domain experts, representatives from non-governmental organizations, academic leaders, and individuals with disabilities, ensuring multi-sectoral governance and broad policy perspectives in disability rehabilitation.

112. (B) NCF 2005 - Emphasized inclusive education and child-centered pedagogy
The National Curriculum Framework 2005 formulated by NCERT strongly advocated for inclusive education, learner-centered pedagogy, and flexible classroom strategies. It emphasized that children with special needs should learn

Downloaded from www.pdf.tube

alongside peers in mainstream classrooms, encouraging schools to adopt barrier-free physical environments and supportive instructional modifications across all academic subjects.

113. (B) II and III
Registration on the Central Rehabilitation Register is not permanent; it requires renewal every five years. Registered professionals must participate in recognized Continuing Rehabilitation Education programs to earn mandatory professional points, ensuring that practitioners regularly update their knowledge, pedagogical skills, and therapeutic techniques in accordance with modern standards.

114. (B) Applicants must be above 16 years of age with severe lower limb disability
Under standard guidelines of the ADIP scheme for distributing motorized tricycles, applicants must generally be at least 16 years old and present a certified lower limb disability of 80% or higher. This age and severity requirement ensures that users possess the maturity and physical capability to operate motorized vehicles safely.

115. (C) NIEPMD, Chennai
The National Institute for Empowerment of Persons with Multiple Disabilities in Chennai is the premier source for specialized research and literature on deafblindness. Educators seeking authoritative guidelines on dual sensory impairment access technical manuals, tactile communication frameworks, and cross-disability research papers published by this dedicated apex institution.

116. (A) Both A and R are true and R is the correct explanation of A
The Rehabilitation Council of India enforces a strict ethical code of conduct for registered practitioners. Persons with disabilities represent a vulnerable group requiring protection from exploitative or unscientific practices. Ethical regulations ensure professional accountability, protect families from fraudulent cure promises, and guarantee quality service delivery across rehabilitation fields.

117. (C) Homeopathic Doctors
The Rehabilitation Council of India Act regulates specific disability rehabilitation professions, including rehabilitation social workers, orientation and mobility specialists, speech pathologists, and vocational counselors. Homeopathic medical practitioners are governed separately by national medical commissions and complementary medicine regulatory councils, falling outside the statutory purview of the Rehabilitation Council.

NODIA

118. (C) Department of Empowerment of Persons with Disabilities (DEPwD)
The Department of Empowerment of Persons with Disabilities operates within the Ministry of Social Justice and Empowerment as the central administrative department. It exercises executive oversight over statutory bodies like the Rehabilitation Council of India, public enterprises like ALIMCO, and all national apex research institutes serving disabled populations across India.

119. (A) ALIMCO
The Artificial Limbs Manufacturing Corporation of India manufactures and distributes assistive equipment, including Braille transcription kits, sensory appliances, and digital talking devices under central welfare schemes. Mainstream schools procuring assistive devices under government programs rely on ALIMCO as the primary supplier of verified, standardized equipment for visually impaired students.

120. (A) I, II, and III
NIEPVD is based in Dehradun, AYJNISHD operates in Mumbai, and NIEPID is located in Secunderabad. The National Institute for Locomotor Disabilities is located in Kolkata, West Bengal, making its pairing with New Delhi incorrect while the first three pairs accurately reflect official institutional headquarters.

121. (B) Specific Learning Disabilities for educational planning
The Grade Level Assessment Device is a criterion-referenced assessment tool designed primarily to evaluate children with specific learning disabilities in elementary grades. Developed to assess academic performance in reading, writing, and mathematics, GLAD helps educators identify specific learning gaps and formulate tailored instructional plans for students within inclusive classrooms.

122. (C) PDUNIPPD / NILD
National institutes dedicated to locomotor and physical disabilities, such as PDUNIPPD in New Delhi and NILD in Kolkata, hold specialized technical expertise in physical accessibility and barrier-free design. They develop guidelines for architectural adaptations, ramp inclinations, accessible washrooms, and tactile pathways to ensure full mobility access for wheelchair users.

123. (C) NCERT (DEGSN)
The Department of Education of Groups with Special Needs at NCERT publishes authoritative pedagogical manuals on adapting school subjects, including mathematics, for students with specific learning disabilities like dyscalculia. These guidelines offer regular and resource teachers practical classroom accommodations, concrete instructional materials, and flexible evaluation strategies.

124. (A) Both A and R are true and R is the correct explanation of A
ALIMCO conducts mega distribution camps across various districts to deliver assistive devices to large numbers of beneficiaries efficiently. These large-scale events generate widespread community awareness regarding disability schemes, streamline administrative beneficiary screening, and promote active convergence among central agencies, local district administrations, and civil society organizations.

125. (B) e-CRR portal
The e-CRR portal is the official digital database system managed by the Rehabilitation Council of India for registering qualified professionals. It provides a centralized online platform where applicants submit credentials, renew registrations, verify professional status, and track Continuing Rehabilitation Education points required for maintaining valid practice certification in India.

126. (D) NIEPID, Secunderabad
The National Institute for the Empowerment of Persons with Intellectual Disabilities in Secunderabad produces assessment frameworks and intervention guidelines for Autism Spectrum Disorder and intellectual disabilities. Educators use its tools, such as the Indian Scale for Assessment of Autism, to plan individualized education programs and early behavioral interventions for young children.

127. (B) Provision of assistive devices to enrolled CWSN
Convergence between Samagra Shiksha Abhiyan and ALIMCO in states like Rajasthan ensures that children with special needs enrolled in government schools receive customized assistive devices free of charge. Joint assessment and distribution camps equip disabled students with wheelchairs, hearing aids, and specialized learning materials directly within their educational environment.

128. (D) I, II, and III
District Disability Rehabilitation Centres deliver comprehensive grassroots services, assisting with disability certification logistics, providing physical and speech therapy, and conducting early intervention. They also offer routine maintenance and repair services for distributed assistive devices, ensuring that wheelchairs, orthoses, and auditory appliances remain functionally operational for rural beneficiaries.

129. (D) ALIMCO
Optical magnifying devices and specialized low-vision aids provided to students at government ADIP camps are sourced and distributed through ALIMCO. The corporation procures and supplies quality optical magnifiers, illuminated readers, and non-optical assistive devices to help visually impaired students read standard classroom instructional materials effectively.

130. (B) Universal Design for Learning and mainstream curriculum accommodations
The National Curriculum Framework drafted by NCERT addresses the educational needs of children with special needs by embedding principles of Universal Design for Learning. It advocates for flexible teaching approaches, adapted learning materials, and instructional accommodations within mainstream classrooms, allowing diverse learners to access the general curriculum alongside peers.

131. (C) Bachelor of Elementary Education (B.El. Ed.)
The Bachelor of Elementary Education is a general teacher education degree program regulated by the National Council for Teacher Education. The Rehabilitation Council of India regulates professional training programs specifically focused on disability rehabilitation and special education, such as B.Ed. Special

Click Here to Buy book on Flipkart

Education, prosthetics diplomas, and early childhood special education courses.

132. (A) Both A and R are true and R is the correct explanation of A
Displaying the Central Rehabilitation Register registration number on official reports and clinic signboards is mandatory for practicing professionals. This disclosure establishes professional transparency, assures parents and clients that the practitioner possesses recognized statutory qualifications, and helps eliminate unauthorized practice by unqualified individuals in the rehabilitation sector.

133. (B) It has CNC machinery for prosthetic manufacturing
Modernization at ALIMCO includes integrating Computer Numerical Control machinery into its manufacturing facilities. Using automated CNC machines enables precise manufacturing of prosthetic componentry, joint mechanisms, and customized orthotic parts, significantly enhancing product accuracy, structural strength, and production speed compared to traditional manual fabrication methods.

134. (A) Provide postural support and correct seating alignment
A specialized Cerebral Palsy Chair is designed to provide optimal trunk stability, postural alignment, and head support for children with severe spasticity. By maintaining proper ergonomic seating positions, the chair prevents musculoskeletal deformities, improves upper body control, and enables the child to participate more comfortably in educational and daily activities.

135. (A) I and II
NCERT promotes inclusive education for visually impaired students by producing digital audiobooks and incorporating tactile graphics into science and geography textbooks. NCERT strongly advocates that visually impaired students should study all academic subjects, including mathematics and science, throughout secondary education using adapted instructional aids and accessible learning tools.

136. (A) NIEPID
For children showing symptoms of Autism Spectrum Disorder alongside developmental and communication delays, special educators refer to diagnostic guidelines and assessment scales published by NIEPID in Secunderabad. The institute provides standardized developmental checklists, behavioral training modules, and early intervention protocols tailored for young children with autism and cognitive impairments.

137. (C) RCI is a statutory body under DEPwD oversight
The Rehabilitation Council of India is an autonomous statutory body established by an Act of Parliament, operating under the administrative jurisdiction of the Department of Empowerment of Persons with Disabilities. The department provides policy oversight and budgetary allocations, while the Council exercises independent regulatory authority over professional special education standards nationwide.

138. (B) Up to Rs. 22,500 per month
Under updated guidelines of the central ADIP scheme, eligible persons with disabilities whose parental or household income does not exceed Rs. 22,500 per month receive basic assistive devices completely free of charge with a 100% subsidy. Beneficiaries with higher household incomes up to stipulated limits receive partial financial subsidies.

139. (A) Both A and R are true and R is the correct explanation of A
NCERT focuses extensively on orienting faculty at District Institutes of Education and Training in inclusive pedagogy. Because DIETs train primary school teachers across every district, building their capacity creates a widespread multiplier effect, ensuring that inclusive teaching methodologies and practical accommodations reach grassroots educators in state schools effectively.

140. (A) P-3, Q-4, R-1, S-2
ALIMCO mass-produces tactile educational equipment like Braille slates and Taylor frames. NCERT developed the PRASHAST screening app for classroom teachers. NIEPID developed the FACP assessment toolkit for intellectual disabilities. The Rehabilitation Council of India regulates statutory teacher qualification standards for resource teachers in special education.

****

Downloaded from www.pdf.tube

CHAPTER 02

National Policies and Programmes

NODIA

1. The National Education Policy (NEP) 2020 proposes a new pedagogical and curricular structure for school education. Which of the following correctly represents this structure, ensuring inclusion from the foundational stage?
(A) $4 + 4 + 3 + 4$
(B) $5 + 3 + 3 + 4$
(C) $5 + 2 + 3 + 4$
(D) $3 + 5 + 3 + 4$

2. Consider the following statements regarding the guiding principles of NEP 2020:
I. Recognizing, identifying, and fostering the unique capabilities of each student.
II. Emphasizing rote learning to ensure standardized test performance across all demographic groups.
III. Respect for diversity and respect for the local context in all curriculum, pedagogy, and policy.
Which of the statements given above are correct?
(A) Only I and II
(B) Only II and III
(C) Only I and III
(D) I, II, and III

3. Which of the following is considered a foundational pillar of the National Education Policy 2020?
(A) Affordability and Equity
(B) Segregation of special needs education
(C) Centralization of the state boards
(D) Exclusively English-medium instruction at the foundational stage

4. A general education teacher in a primary school notices a child with a mild learning disability struggling with standardized worksheets. Applying the vision of NEP 2020, what is the most appropriate action for the teacher to take?
(A) Recommend immediate transfer of the child to a specialized school facility for tailored care.
(B) Provide the standard worksheets while reducing the mandatory passing marks for the child.
(C) Adapt pedagogy and flexible assessment methods tailored to the child's learning pace.
(D) Exempt the child completely from all forms of assessment to eliminate psychological stress.

5. The NEP 2020 framework addresses various structural changes. Which of the following is NOT an objective related to the broader educational restructuring under this policy?
(A) Establishing rigid separation between academic and vocational streams.
(B) Universalization of Early Childhood Care and Education across all districts.
(C) Attaining foundational literacy and numeracy for all children by Grade 3 level.
(D) Setting up a dedicated National Assessment Centre known as PARAKH nationwide.

6. The National Education Policy (NEP) 2020 groups historically marginalized children under a specific umbrella term. What is this term?
(A) Disadvantaged Educational Groups across regions (DEGs)
(B) Marginalized and Excluded Communities overall (MECs)
(C) Special Educational Needs Categories group (SENCs)
(D) Socio-Economically Disadvantaged Groups (SEDGs)

7. Read the given Assertion (A) and Reason (R) carefully and choose the correct option.
Assertion (A): NEP 2020 recommends maximizing the mainstreaming of children with disabilities in regular neighbourhood schools rather than confining them to special schools.
Reason (R): NEP 2020 emphasizes that inclusive education provides equal opportunities and promotes socialization, which is essential for the holistic development of all children.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false

(D) A is false but R is true

8. To address the disparities in education and promote equitable and inclusive education for female and transgender students, NEP 2020 mandates the creation of which of the following funds?
(A) Inclusive Education Fund
(B) Marginalized Girls Empowerment Fund
(C) Gender Inclusion Fund
(D) Samagra Shiksha Diversity Fund

9. Consider the following categories of students:
I. Students with specific learning disabilities.
II. Students from tribal communities.
III. Transgender students.
IV. Students residing in aspirational districts.
According to NEP 2020, which of these fall under the broad category of Socio-Economically Disadvantaged Groups (SEDGs)?
(A) Only I and II
(B) Only II, III, and IV
(C) Only I, III, and IV
(D) I, II, III, and IV

10. A major objective of NEP 2020 regarding Socio-Economically Disadvantaged Groups (SEDGs) is to completely eliminate which of the following?
(A) Disparities in access, participation, and learning outcomes
(B) The extensive use of regional languages across higher education institutes
(C) The structured vocational education programs implemented before Grade 9
(D) The active recruitment of qualified special educators in rural areas

11. Which primary national legislation does NEP 2020 explicitly align with to ensure that children with disabilities have the right to free and compulsory education in an inclusive environment?
(A) The Mental Healthcare Act, 2017
(B) The Rights of Persons with Disabilities Act, 2016
(C) The Rehabilitation Council of India Act, 1992 (RCI)
(D) The National Trust Act, 1999

12. A 10-year-old child with profound multiple disabilities is unable to attend the local neighbourhood school due to severe medical conditions. According to the provisions for children with disabilities in NEP 2020, what is the most appropriate educational pathway for this child?
(A) Permanent exemption from all formal education verified with a medical certificate.
(B) Home-based education supported by special educators and technology options.
(C) Mandatory full-time enrollment in a specialized residential psychiatric facility.
(D) Mandatory long-term institutionalization in a dedicated state-run orphanage.

13. To facilitate the education of children with disabilities who may require highly flexible learning environments, NEP 2020 recommends strengthening the role of which of the following institutions?
(A) National Institute of Open Schooling and State Open Schools
(B) National Institute of Mental Health and Neurosciences located in Bengaluru
(C) National Council for Teacher Education governing teacher standards
(D) Rehabilitation Council of India regulating special education staff

14. Under NEP 2020, special focus is placed on integrating children with disabilities right from the foundational stage. This implies integrating inclusive practices primarily into which program?
(A) Vocational Training Courses for youth (VTC)
(B) Post-doctoral research fellowships program
(C) Early Childhood Care and Education (ECCE)
(D) Adult Literacy Campaigns across districts

15. Consider the following statements regarding the concept of 'Bal Bhavan' as proposed in NEP 2020:
I. It is an exclusive residential school for children with severe intellectual disabilities.
II. It is a special daytime boarding school where students can participate in art, play, and career-related activities.
III. It aims to foster holistic development beyond traditional academic boundaries.
Which of the statements given above are correct?
(A) Only I and II
(B) Only II and III
(C) Only I and III
(D) I, II, and III

16. Read the given Assertion (A) and Reason (R) carefully and choose the correct option.

Click Here to Buy book on Amazon

Assertion (A): NEP 2020 proposes the establishment of Bal Bhavans to allow children to visit and partake in art-related, career-related, and play-related activities.
Reason (R): Participation in varied socio-cultural and extracurricular activities increases the cognitive load, thereby reducing the academic performance of children with disabilities.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

17. In addition to Bal Bhavans, NEP 2020 suggests utilizing unutilized school infrastructure during non-school hours as a community space. What is the designated term for this support mechanism?
(A) Gram Shiksha Kendra
(B) Samajik Chetna Kendra
(C) Divyang Sahayata Kendra
(D) Vidya Amrit Kendra

18. According to NEP 2020, which support mechanism is specifically recommended to nurture students showing exceptional abilities or giftedness?
(A) Establishing isolated gifted-only schools in every district
(B) Mandating a skip-grade system where gifted children automatically skip three academic years
(C) Assigning gifted children exclusively as peer-tutors with no separate curriculum
(D) Promoting project-based clubs, olympiads, and specialized summer programs

19. According to NEP 2020, what is the envisioned role of Special Education Resource Centres?
(A) To serve as a hub providing support, equipment, and training to general schools
(B) To replace inclusive neighbourhood school systems across all local regions completely
(C) To function exclusively as clinical diagnostic medical assessment camps for children
(D) To serve exclusively as long-term residential care homes for severe disability cases

20. Consider the following features of cross-disability training as recommended by NEP 2020:
I. It enables special educators to address the needs of children with diverse disabilities.
II. It replaces the need for any general education teacher training.
III. It promotes a multi-disciplinary approach in resource centers.
IV. It strictly limits a special educator to one specific disability category throughout their career.
Which of the statements given above represent the correct vision of NEP 2020?
(A) Only I and II
(B) Only I and III
(C) Only II, III, and IV
(D) I, II, III, and IV

21. A special educator trained exclusively in visual impairment is appointed to a Block Resource Centre. The centre serves children with autism, hearing impairment, and learning disabilities. To align with NEP 2020, how should the administration support this teacher?
(A) Provide cross-disability in-service training to build skills for handling diverse needs.
(B) Direct the teacher to exclusively interact with visually impaired students in the BRC.
(C) Transfer all children diagnosed with other disabilities to an adjacent block resource center.
(D) Change the teacher's designation to general educator to bypass mandatory RCI norms completely.

22. NEP 2020 envisions the revamping of specific decentralized structures to better support inclusive education and resource sharing. Which structures are these?
(A) Only the District Institutes of Education and Training (DIETs) operating in states
(B) University Grants Commission (UGC) regional zonal administrative offices
(C) National Assessment and Accreditation Council (NAAC) visiting peer teams
(D) Block Resource Centres and Cluster Resource Centres (BRCs and CRCs)

23. To support children with multiple disabilities effectively, NEP 2020 emphasizes the collaboration of special educators, speech therapists, psychologists, and parents. This approach is best described as:
(A) A uni-dimensional approach
(B) A multi-disciplinary approach
(C) A segregated rehabilitative approach
(D) A clinical isolation approach

NODIA

24. Which of the following technological provisions is strongly advocated in NEP 2020 to support the learning of children with visual and specific learning disabilities?
(A) Total elimination of all digital and technology-based learning modules in schools
(B) Strict restriction of e-learning tools exclusively to higher education institutions
(C) Development of accessible, Divyang-friendly educational tools
(D) Mandatory enforcement of standard, non-adaptable software to ensure strict equality

25. Consider the following technological and accessibility provisions mentioned in NEP 2020:
I. Accessible infrastructure in all school buildings.
II. Standardization of Indian Sign Language (ISL) across the country.
III. Prohibition of the use of augmentative and alternative communication (AAC) devices in exams.
Which of the statements given above is/are correct according to the policy?
(A) Only I
(B) Only II and III
(C) Only I and II
(D) I, II, and III

26. Under NEP 2020, for which language does the policy mandate the development of national and state curriculum materials for use by students with hearing impairment?
(A) Standard English Sign Language
(B) American Sign Language (ASL)
(C) British Sign Language (BSL)
(D) Indian Sign Language (ISL)

27. Read the given Assertion (A) and Reason (R) carefully and choose the correct option.
Assertion (A): NEP 2020 emphasizes the integration of assistive devices and technology-based learning tools for children with disabilities.
Reason (R): The use of appropriate assistive technology minimizes barriers to learning and enables children with disabilities to access the general curriculum effectively.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

28. To ensure that all future teachers are equipped to handle inclusive classrooms, NEP 2020 proposes transitioning teacher education into a multi-disciplinary environment through which degree program?
(A) 1-year standalone B.Ed.
(B) 4-year integrated B.Ed.
(C) 2-year diploma in primary education
(D) 3-year specialized clinical psychology degree

29. According to the teacher education reforms in NEP 2020, what is the expectation regarding the role of special educators in secondary schools?
(A) They should only handle clinical diagnostic assessments and administrative routine work.
(B) They should be completely replaced by advanced automated assistive technology systems.
(C) They must be prepared to teach specific academic subjects alongside special education.
(D) They should be appointed exclusively as specialized physical education school instructors.

30. A mainstream primary school teacher feels inadequately prepared to teach a newly admitted student with Autism Spectrum Disorder (ASD). Under NEP 2020, how is this gap in the teacher's capability expected to be addressed systematically?
(A) By mandating the student to attend a segregated special school until the teacher is trained.
(B) By assigning the full daily responsibility of the child to an untrained non-teaching attendant.
(C) Through mandatory 50 annual hours of Continuous Professional Development on inclusion.
(D) By offering a one-time financial bonus allowance to the teacher for handling extra work.

31. Consider the following statements regarding the recruitment and motivation of teachers in rural and remote areas as per NEP 2020:
I. Providing local merit-based scholarships to students to pursue a 4-year integrated B.Ed.
II. Guaranteeing employment in local areas upon successful completion of their B.Ed.
III. Ensuring housing provisions or increased housing allowances for teachers in difficult

Downloaded from www.pdf.tube

areas.

Which of the statements given above are correct?

(A) Only I and II
(B) Only II and III
(C) Only I and III
(D) I, II, and III

32. To ensure that teachers possess the necessary inclusive pedagogical skills, NEP 2020 recommends restructuring which of the following standard assessment mechanisms for teacher recruitment?

(A) Civil Services Examination (CSE)
(B) Teacher Eligibility Tests (TETs)
(C) National Eligibility cum Entrance Test (NEET)
(D) Graduate Record Examination (GRE)

33. Despite the progressive vision of NEP 2020, experts point out several implementation challenges regarding CWSN. Which of the following is the most frequently cited systemic challenge at the ground level?

(A) Over-availability of fully accessible, barrier-free school infrastructure in rural areas
(B) Acute shortage of qualified special educators and trained therapists
(C) Excessive focus placed on clinical medical rehabilitation rather than inclusive pedagogy
(D) The unusually high ratio of special educators relative to enrolled students in public schools

34. Consider the following statements regarding the ground-level implementation challenges of NEP 2020 for CWSN:

I. Lack of convergence between the Ministry of Education and the Ministry of Social Justice and Empowerment.
II. Insufficient funding allocations to modify existing school infrastructure into barrier-free environments.
III. The social stigma and lack of awareness among general parents regarding inclusive classrooms.
IV. The over-simplification of the curriculum leading to high dropout rates among non-disabled peers.

Which of the statements given above are valid implementation challenges?

(A) Only I, II, and III
(B) Only II, III, and IV
(C) Only I and II
(D) I, II, III, and IV

NODIA

35. A common criticism of NEP 2020's approach to equitable and inclusive education is its reliance on which of the following without adequately specifying operational guidelines?

(A) The policy proposal for mandatory segregation of all female students into separate schools.
(B) Home-based education, which may lead to social isolation if unmonitored.
(C) The directive demanding immediate and permanent closure of all special schools nationwide.
(D) The compulsory implementation and use of foreign sign languages across primary school classes.

36. Which of the following is NOT a legitimate criticism or implementation challenge associated with NEP 2020's provisions for children with disabilities?

(A) Ambiguity in the specific budgetary allocations for inclusive education resources.
(B) The difficulty of rapidly scaling up cross-disability training for existing single-disability trained educators.
(C) The policy completely ignoring the existence and role of the RPWD Act 2016.
(D) Translating policy recommendations into uniform practice across state boards with varying capacities.

37. The Samagra Shiksha scheme was formed by subsuming which of the following three erstwhile centrally sponsored schemes?

(A) SSA, RMSA, and Mid-Day Meal Scheme
(B) SSA, RMSA, and Teacher Education (TE)
(C) RMSA, RUSA, and Teacher Education (TE)
(D) SSA, IEDSS, and ADIP

38. Read the given Assertion (A) and Reason (R) carefully and choose the correct option.

Assertion (A): Samagra Shiksha shifts the focus away from fragmented school education levels to a unified approach.

Reason (R): The scheme envisions school education as a continuum from pre-school to class 12, ensuring smooth transitions and inclusive development.

(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

39. In terms of its administrative and financial structure, Samagra Shiksha is classified as which type of scheme?
(A) A Central Sector Scheme fully and directly funded by the Central Government administration.
(B) A Centrally Sponsored Scheme with shared funding between Centre and States.
(C) A State-Specific Regional Initiative funded entirely by respective State Government budgets.
(D) A Public-Private Partnership framework funded exclusively through mandatory corporate CSR funds.

40. Consider the following objectives of the Samagra Shiksha scheme:
I. Bridging social and gender gaps in school education.
II. Ensuring equity and inclusion at all levels of school education.
III. Promoting the establishment of exclusive special schools in every block to separate CWSN from general students.
Which of the statements given above are correct?
(A) Only I and II
(B) Only II and III
(C) Only I and III
(D) I, II, and III

41. In which year was the integrated scheme for school education, "Samagra Shiksha," officially launched by the Government of India?
(A) 2009
(B) 2016
(C) 2018
(D) 2020

42. Under the Samagra Shiksha framework, provisions for Children with Special Needs (CWSN) are categorized primarily into which of the following components?
(A) Medical research and infrastructure development
(B) Foreign scholarship and institutional grants
(C) Student-oriented components and Resource support
(D) Nutritional supplements and vocational placements

43. A state project director is calculating the budget for CWSN under Samagra Shiksha. According to the standard financial norms of the scheme, what is the allocated recurring amount per child with special needs per annum (student-oriented component)?
(A) ₹1,500
(B) ₹3,500
(C) ₹5,000
(D) ₹10,000

44. To specifically encourage the retention of girls with disabilities in schools, Samagra Shiksha provides for a special stipend. What is the amount provided as a stipend for girls with special needs?
(A) ₹100 per month
(B) ₹200 per month
(C) ₹500 per month
(D) ₹1,000 per month

45. Which of the following is NOT a target beneficiary group directly supported by the inclusive education component of Samagra Shiksha?
(A) Adults over the age of 25 seeking vocational rehabilitation
(B) Children with specific learning disabilities studying in regular schools
(C) Children with severe multiple disabilities receiving home-based education
(D) Girls with orthopedic disabilities in secondary classes

46. Under the components covered for CWSN in Samagra Shiksha, an escort allowance is provided. This allowance is primarily intended for which group of students?
(A) All general category students residing more than 5 kilometers away from school premises.
(B) CWSN unable to commute independently due to severe disability.
(C) Special educators frequently travelling between various designated cluster resource centres.
(D) Parents attending mandatory quarterly parent-teacher association meetings at school.

47. Consider the following statements regarding the provision of aids and appliances under Samagra Shiksha:
I. It aims to provide essential assistive devices such as hearing aids and wheelchairs to CWSN.
II. Convergence with the ADIP scheme or the State Health Department is highly recommended for procuring these devices.

Click Here to Buy book on Flipkart

III. Only children with benchmark disabilities of 80% or above are eligible for aids.
IV. Assessment camps are organized to identify the specific needs of the children before distribution.

Which of the above statements are correct?
(A) Only I, II, and III
(B) Only I, II, and IV
(C) Only II, III, and IV
(D) I, II, III, and IV

48. Samagra Shiksha provides a specific allowance for visually impaired students or students with severe learning disabilities to assist them during examinations and academic work. What is this allowance called?
(A) Escort Allowance
(B) Transport Allowance
(C) Therapist Allowance
(D) Reader Allowance

49. Which of the following therapeutic services can be financially supported under the student-oriented component of Samagra Shiksha for CWSN in schools?
(A) Physiotherapy, Occupational, and Speech Therapy
(B) Advanced surgical procedures involving neurosurgery
(C) Specialized long-term residential psychiatric care programs
(D) Elective cosmetic and reconstructive corrective surgeries

50. Consider the following learning materials covered for CWSN under Samagra Shiksha:
I. Braille textbooks for students with blindness.
II. Large print books for students with low vision.
III. Tactile maps and 3D educational models.

Which of the materials given above are eligible for funding under the scheme?
(A) Only I and II
(B) Only II and III
(C) Only I and III
(D) I, II, and III

51. According to the Samagra Shiksha guidelines, what is the standard recommended deployment norm for special educators at the block level to ensure adequate resource support?
(A) 1 special educator for an entire district
(B) 1 special educator per 1000 general students
(C) 1 special educator strictly per individual school
(D) 2 special educators per block

52. A special educator appointed under Samagra Shiksha travels between three different schools in a cluster on different days of the week to provide support to CWSN enrolled in those mainstream schools. This operational model is known as:
(A) Residential Model
(B) Itinerant Teacher Model
(C) Segregated Model
(D) Pull-out Clinical Model

53. Which of the following is an essential requirement for a functional Block Resource Room set up under Samagra Shiksha?
(A) Specialized TLMs, assessment tools, and therapy equipment
(B) Fully equipped modern science laboratories for all secondary level classes
(C) Residential hostel accommodation facilities for general category students
(D) Large sports stadiums designed for hosting inter-school athletic competitions

NODIA

54. Read the given Assertion (A) and Reason (R) carefully and choose the correct option.
Assertion (A): Under Samagra Shiksha, Resource Rooms are designed to completely pull CWSN out of the regular classroom for their entire school day.
Reason (R): Inclusive education emphasizes that children with disabilities must learn the same curriculum in an isolated environment to avoid bullying.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) Both A and R are false

55. What is the primary purpose of conducting assessment camps at the block level under the Samagra Shiksha scheme?
(A) To evaluate and rate the overall classroom teaching performance of general educators.
(B) To select eligible talented students for state and national level sports scholarships.
(C) To assess CWSN, determine disability degree, and recommend specific aids.
(D) To distribute free school uniforms and textbook kits to all students in the block.

56. The successful conduct of CWSN assessment camps under Samagra Shiksha heavily relies on the convergence of the Education Department with which other key department?
(A) Department of Agriculture and Farmers Welfare
(B) Ministry of Corporate Affairs and Commerce
(C) Health and Family Welfare Department
(D) Department of Tourism and Cultural Affairs

57. Consider the following steps involved in the identification and support of CWSN under Samagra Shiksha:
I. General screening by teachers using standardized checklists.
II. Formal medical assessment by specialists in block-level camps.
III. Issuance of disability certificates and UDID generation.
IV. Immediate expulsion of identified children to specialized clinical centers.
Which of the steps represent the correct procedure as per policy guidelines?
(A) Only I, II, and III
(B) Only I, III, and IV
(C) Only II, III, and IV
(D) I, II, III, and IV

58. The NCERT developed a school-based screening tool intended for general teachers to identify early signs of disabilities among students, which aligns with Samagra Shiksha objectives. What is the name of this tool?
(A) UDISE+
(B) PRABANDH
(C) PARAKH
(D) PRASHAST

59. The certification process initiated during Samagra Shiksha assessment camps is ultimately linked to a national database to ensure students receive long-term benefits. Which portal/card is this linked to?
(A) Aadhaar Pay National Portal
(B) PM-KISAN Beneficiary System
(C) UDID System for PwDs
(D) NIPUN Bharat Mission Portal

60. Under Samagra Shiksha, the provision of Home-Based Education (HBE) is strictly reserved for which category of children?
(A) Children diagnosed with mild learning disabilities requiring temporary academic support.
(B) Any child whose parents personally prefer homeschooling over regular mainstream schooling.
(C) Children who fail end-of-term academic examinations consecutively across multiple years.
(D) Children with severe and profound multiple disabilities unable to attend school.

61. A special educator visits the home of a 12-year-old child with severe Cerebral Palsy and profound intellectual disability twice a week. The educator teaches functional living skills and trains the parents in basic physiotherapy techniques. This scenario best illustrates which component of Samagra Shiksha?
(A) Escort Allowance implementation
(B) Home-Based Education (HBE)
(C) Distance Education via NIOS
(D) Vocational Rehabilitation placement

62. Which approach is highly encouraged in the delivery mechanism of Home-Based Education under Samagra Shiksha to ensure consistent support to the child?
(A) Prohibiting parents from interfering in the educational process
(B) Active involvement of parents, community volunteers, and NGOs
(C) Forcing the child to take standard written board exams annually
(D) Providing online text-heavy modules without human intervention

63. Consider the following mechanisms utilized in Home-Based Education (HBE):
I. Individualized Education Programme (IEP) planning.
II. Capacity building and training of parents/ caregivers.
III. Periodic home visits by itinerant special educators or resource teachers.
Which of the mechanisms given above are correct for HBE delivery?
(A) Only I and II
(B) Only II and III
(C) Only I and III
(D) I, II, and III

NODIA

64. Samagra Shiksha provides financial support for training general teachers in inclusive education. What is the standard purpose of these cross-disability training modules for general teachers?
(A) To convert regular general teachers into fully

certified RCI special education practitioners.
(B) To train general teachers exclusively in advanced diagnostic clinical psychology methods.
(C) To enable general teachers to perform medical procedures on children with physical disabilities.
(D) To sensitize them to CWSN needs and impart basic curriculum adaptation skills.

65. The Ministry of Education launched an integrated teacher training program that includes a dedicated module on Inclusive Education, supporting the objectives of Samagra Shiksha. What is the name of this program?
(A) SWAYAM
(B) NISHTHA
(C) DIKSHA
(D) SHAGUN

66. Alongside teachers, Samagra Shiksha strongly emphasizes the orientation and sensitization of another key group at the school level to foster an inclusive school culture. Which group is this?
(A) District Magistrates and regional civil administration officers
(B) Private school transport drivers and auxiliary maintenance staff
(C) School Principals and School Management Committees
(D) University Vice-Chancellors and senior academic administrators

67. After attending an inclusive education training program under Samagra Shiksha, a mainstream mathematics teacher begins using visual aids, tactile blocks, and verbal explanations simultaneously while teaching fractions. The teacher is applying which framework?
(A) Segregated Education Model
(B) Discrete Trial Training (DTT) approach
(C) Universal Design for Learning (UDL)
(D) Medical Model of Disability framework

68. The fund-sharing pattern for Samagra Shiksha between the Central Government and standard State Governments (excluding North Eastern and Himalayan states) is currently set at:
(A) 50 : 50
(B) 60 : 40
(C) 90 : 10
(D) 100 : 0

69. Consider the following statements regarding the PRABANDH portal:
I. It is an online system used to compile and manage data related to the Samagra Shiksha scheme.
II. It allows states to submit their Annual Work Plan and Budget (AWP&B).
III. It is specifically designed as an online gaming platform for CWSN.
Which of the statements given above are correct?
(A) Only I and II
(B) Only II and III
(C) Only I and III
(D) I, II, and III

70. Which unified national database is primarily utilized to monitor the enrollment, retention, and transition rates of CWSN across schools for Samagra Shiksha planning?
(A) NREGA Soft Portal
(B) UDISE+ System
(C) e-Sanjeevani Portal
(D) VAHAN Portal

71. In the monitoring mechanism of Samagra Shiksha at the state level, who is typically responsible for overseeing the implementation of the inclusive education component?
(A) The State Project Director and State Coordinator for Inclusive Education
(B) The Chief Justice of the State High Court presiding over legal matters
(C) The Union Minister of Education heading the central education ministry
(D) The Chairman of the Rehabilitation Council of India governing special education

72. Funds for CWSN components under Samagra Shiksha are released to the states based on the appraisal of which crucial annual document prepared by the state?
(A) Comprehensive State Disability Census Report
(B) Annual Work Plan and Budget (AWP&B)
(C) Official State Human Development Index
(D) Regional Five-Year Economic Survey Report

73. The National Curriculum Framework for School Education (NCFSE) 2023 was developed to operationalize the vision of which overarching policy document?
(A) NPE 1986
(B) RPWD Act 2016
(C) NEP 2020

Downloaded from www.pdf.tube

STUDYING FROM PDFs?

THINK AGAIN.

If you are studying only from PDFs,
you are wasting valuable time.

Research shows that learning from

PRINTED BOOKS has up to

4× HIGHER RETENTION

than studying from screens.

PRINT BOOK = BETTER MEMORY

PDF = LOWER RETENTION

Those who study from **PRINTED BOOKS**
move **AHEAD.**

Others are left **BEHIND**
in competition.

In competitive exams,
being average is not enough.

STAY ONE STEP AHEAD.

(D) NCF 2005

74. The formulation of NCFSE 2023 was guided by the National Steering Committee. Who was the chairperson of this committee?
(A) Prof. Yash Pal
(B) Dr. K. Kasturirangan
(C) Dr. A. P. J. Abdul Kalam
(D) Smt. Smriti Irani

75. Consider the following structural components:
I. Pedagogy and Assessment.
II. School Culture and Processes.
III. Cross-cutting Themes, including Inclusive Education.
Which of the above are integral parts of the structure of NCFSE 2023?
(A) Only I and II
(B) Only II and III
(C) Only I and III
(D) I, II, and III

76. In NCFSE 2023, 'Inclusive Education' is not treated merely as a separate isolated chapter but is woven throughout the document as a:
(A) Marginalized section
(B) Optional annexure
(C) Cross-cutting theme
(D) Disciplinary elective

77. A key distinction of NCFSE 2023 from previous curriculum frameworks is its structural alignment with the 5+3+3+4 design. Which stage constitutes the first 5 years in this design?
(A) Comprehensive Preparatory Stage
(B) Intermediate Middle Stage
(C) Senior Secondary Stage
(D) Foundational Stage

78. The National Curriculum Framework for School Education (NCFSE) 2023 details the framework for Inclusive Education. What is the central aim of this framework?
(A) To mandate segregated special school enrollment for all neurodivergent learners.
(B) To guide access, participation, and learning success for all, including CWSN.
(C) To outline the official administrative procedure for issuing medical certificates.
(D) To significantly reduce academic rigor and syllabus expectations for all students.

79. A school management committee decides to overhaul the school's culture by promoting zero tolerance for discrimination, encouraging peer support systems, and ensuring physical accessibility. This scenario directly reflects the recommendations of which aspect of NCFSE 2023?
(A) The detailed chapter on Board Examination Formats
(B) Inclusive Education Framework
(C) The detailed chapter on Vocational Education
(D) The specific section on Multilingualism

80. According to the NCFSE 2023 Inclusive Education framework, what does the term "Reasonable Accommodation" refer to?
(A) Necessary modifications ensuring persons with disabilities enjoy rights equally.
(B) Providing subsidized free residential housing facilities to all teachers of CWSN.
(C) Reducing the overall academic syllabus load by 50% across the entire school system.
(D) Admitting disabled students only if the school administration has surplus funds.

81. To operationalize inclusive pedagogy, NCFSE 2023 strongly advocates for the principles of UDL. What does UDL stand for in this context?
(A) Uniform Distribution of Lessons
(B) Unilateral Development of Learners
(C) Universal Diagnostic Locator
(D) Universal Design for Learning

82. Which of the following best describes the 'Principle of Universal Participation' as highlighted in NCFSE 2023?
(A) Every single enrolled student must participate mandatorily in competitive sports activities.
(B) Schools must remove barriers so every child can engage in all school activities.
(C) All students present in class must answer oral questions simultaneously during lectures.
(D) Parents must actively participate in day-to-day classroom teaching alongside instructors.

83. The principle of 'individualized support within inclusive settings' in NCFSE 2023 translates practically into the formulation of which key document for a CWSN?
(A) Standardized Student Progress Report Card
(B) Common Medical Diagnostic Prescription
(C) Individualized Education Plan (IEP)
(D) Consolidated Group Activity Record Ledger

NODIA

84. Consider the following principles recommended by NCFSE 2023 for fostering an inclusive environment:
I. Recognizing and valuing diversity among learners.
II. Promoting collaborative learning and peer tutoring.
III. Ensuring rigid, inflexible time-tables to maintain discipline.
Which of the principles given above are correct?
(A) Only I and II
(B) Only II and III
(C) Only I and III
(D) I, II, and III

85. NCFSE 2023 emphasizes understanding that a student may face multiple, overlapping disadvantages (e.g., a girl from a tribal community with a disability). In sociological and educational terms, this concept is known as:
(A) Cultural Homogeneity
(B) Social Segregation
(C) Intersectionality
(D) Structural Assimilation

86. When adapting the curriculum for a child with an Intellectual Disability, a teacher changes the learning outcomes to make them simpler and more functionally relevant. According to NCFSE 2023 guidelines, this process is known as:
(A) Accommodation
(B) Modification
(C) Exemption
(D) Standardization

87. For students with varied cognitive profiles, NCFSE 2023 recommends flexibility in the 'pacing' of learning. What does this imply?
(A) All enrolled students must complete the academic syllabus within the exact same timeframe.
(B) Students can progress through the curriculum matching their individual capabilities.
(C) The daily school instruction schedule must be shortened uniformly to three clock hours.
(D) Teachers are required to speak at a significantly slower rate during all oral lectures.

88. In an inclusive classroom following NCFSE 2023, a teacher provides visual schedules, allows verbal responses instead of written ones, and provides graphic organizers for a student with Dyslexia. These actions are examples of:
(A) Formal disciplinary actions
(B) Mandatory curricular exemptions
(C) Broad curricular modifications
(D) Instructional accommodations

89. At the Secondary Stage (Classes 9 to 12), how does NCFSE 2023 propose to benefit CWSN regarding subject choices?
(A) By mandating advanced mathematics and physical science courses for all enrolled students.
(B) By offering broad subject flexibility aligned with student strengths and interests.
(C) By strictly restricting CWSN students to non-academic vocational subject streams only.
(D) By completely removing the option of studying additional languages from the curriculum.

90. NCFSE 2023 places significant emphasis on integrating which type of education for CWSN to ensure independent living and employability?
(A) Classical philosophy and humanities studies
(B) Pre-vocational and Vocational Education
(C) Advanced astrophysics and theoretical physics
(D) Ancient world history and archeology studies

91. To accurately gauge the learning of students with disabilities, NCFSE 2023 suggests moving away from rigid pen-and-paper tests towards alternative assessment methods. Which of the following is a recommended alternative method?
(A) Rote memorization drills and repetitive oral quizzes
(B) Portfolio assessments and performance tasks
(C) Surprise standardized written examination testing
(D) Completely eliminating all forms of student evaluation

92. In the context of assessment accommodations, educational boards typically allow exemptions from studying a third language for students with which specific disabilities?
(A) Temporary mild physical injuries affecting writing ability
(B) Specific Learning Disabilities and Hearing Impairment
(C) Mild to severe color blindness impacting visual perception
(D) Temporary nutritional deficiencies affecting physical health

Click Here to Buy book on Amazon

93. According to the standard guidelines adopted by examination boards (and supported by NCFSE 2023), what is the general rule regarding the provision of a scribe for a visually impaired student during exams?
(A) The appointed scribe must possess a higher academic qualification than the exam level.
(B) The student has the right to a scribe along with compensatory extra exam time.
(C) The scribe is permitted, but the candidate's final examination score is reduced by 10%.
(D) The scribe must strictly be selected from one of the student's immediate family members.

94. NCFSE 2023 emphasizes a shift in assessment culture for all students, including CWSN, from assessment of learning (summative) to assessment for learning, which is inherently:
(A) Diagnostic and Formative
(B) Punitive and Restrictive
(C) Competitive and Comparative
(D) Standardized and Rigid

95. How does NCFSE 2023 primarily align with the overarching vision of NEP 2020 regarding inclusive education?
(A) By merely copying theoretical policy text without offering practical implementation steps.
(B) By translating policy vision into actionable teaching and assessment frameworks.
(C) By directly contradicting the central policy stance on early childhood care education.
(D) By focusing almost exclusively on private school administrative funding mechanisms.

96. Which crucial foundational target heavily emphasized in NEP 2020 does NCFSE 2023 prioritize with specific adapted strategies for children with cognitive and sensory disabilities?
(A) Advanced secondary level computer coding skills
(B) Foundational Literacy and Numeracy (FLN)
(C) Introductory quantum computing science basics
(D) Advanced foreign language acquisition skills

97. Both NEP 2020 and NCFSE 2023 shift the educational focus from content-heavy rote learning towards mastering specific skills and concepts. This approach is known as:
(A) Behaviouristic education
(B) Competency-based education
(C) Teacher-centered education
(D) Passive learning education

98. To capture a comprehensive view of a student's development, including socio-emotional, cognitive, and physical aspects (highly relevant for CWSN), NEP 2020 and NCFSE propose the use of:
(A) Traditional unidimensional academic report cards
(B) A purely clinical medical diagnostic assessment report
(C) A 360-degree Holistic Progress Card
(D) A standardized national academic ranking performance list

NODIA

99. The continuity between NEP 2020 and NCFSE 2023 is evident in their mutual support for teaching in the child's home language or mother tongue until at least Grade 5. For a child with profound hearing impairment, what does NCFSE recognize as a legitimate "mother tongue/home language"?
(A) English only
(B) Sanskrit
(C) Indian Sign Language (ISL)
(D) The state's official spoken language only

100. The Assistance to Disabled Persons for Purchase/ Fitting of Aids and Appliances (ADIP) Scheme is primarily administered by which Union Ministry?
(A) Ministry of Health and Family Welfare Department
(B) Ministry of Social Justice and Empowerment
(C) Ministry of Education and Skill Development
(D) Ministry of Women and Child Development Affairs

101. What is the primary objective of the ADIP scheme?
(A) To provide free higher education opportunities across all universities to disabled youth.
(B) To assist needy PwDs in procuring durable, modern standard aids and appliances.
(C) To provide mandatory monthly financial unemployment pensions to all disabled jobseekers.
(D) To build accessible ramps and barrier-free infrastructure in all government offices.

102. Besides providing physical rehabilitation, the secondary objectives of providing aids under the ADIP scheme include:
(A) Completely curing the underlying physical

or genetic cause of the individual's disability.
(B) Promoting physical, social, and mental rehabilitation to reduce disability impact.
(C) Ensuring that the individual person never has to travel or leave their home environment.
(D) Mandatory placement of the individual into segregated specialized sheltered workshops.

103. Which high-cost sensory device, specifically aimed at children with severe to profound hearing loss, is famously provisioned under a special sub-component of the ADIP Scheme?
(A) Bone anchored hearing aids (BAHA)
(B) Digital text-to-speech software
(C) Cochlear Implants
(D) Motorized tricycles

104. Under the Cochlear Implant provision of the ADIP scheme, the scheme covers the cost of the implant surgery and also crucially covers which of the following?
(A) Lifetime continuous supply of digital hearing aid batteries
(B) Post-surgical speech and language therapy
(C) Free annual distribution of school uniforms for the child
(D) Guaranteed government employment placements for parents

105. To be eligible for benefits under the general ADIP scheme, a person must possess a disability certificate showing a minimum disability of what percentage?
(A) 20%
(B) 30%
(C) 40%
(D) 50%

106. What is the general age criterion for an individual to apply for aids and appliances under the ADIP scheme?
(A) Any age, provided other criteria are met
(B) Applicant must be strictly between 18 and 60 years of age
(C) Applicant must be under 14 years of age at application
(D) Applicant must be above 65 years of age at application

107. According to the ADIP scheme guidelines, a beneficiary is generally not eligible for the same aid if they have already received it from the government within the last three years. However, what is the relaxation in this time limit for growing children below 12 years of age?
(A) 6 months
(B) 1 year
(C) 2 years
(D) No relaxation is given

108. An individual applying for an aid under the ADIP scheme must hold an Indian nationality and possess which essential document issued by a competent authority?
(A) Official Indian Passport Document
(B) Valid State Driving License Document
(C) Disability Certificate / UDID Card
(D) Recognized University Graduation Degree

109. Motorized tricycles/wheelchairs are distributed under the ADIP scheme. Generally, these high-cost mobility aids are restricted to persons with severe locomotor disabilities who are above what age?
(A) 5 years
(B) 10 years
(C) 16 years
(D) 21 years

110. Which of the following aids are covered under the ADIP scheme for persons with visual impairment?
(A) Manual wheelchairs, walking frames, and crutches
(B) Digital hearing aids and surgical cochlear implants
(C) Daisy players, smart canes, Braille kits
(D) Comprehensive TLM kits for intellectual disability

111. For persons with hearing impairment, the ADIP scheme predominantly provisions which type of standard hearing aids?
(A) Completely-in-Canal (CIC) custom invisible hearing aids
(B) Behind-The-Ear digital hearing aids
(C) Traditional pocket level analog hearing aid devices only
(D) Specialized Bone Conduction Spectacles for hearing loss

112. Under the recently revised standard guidelines of the ADIP scheme, what is the maximum ceiling cost of an aid/appliance that can be provided to a beneficiary without requiring special permission from the Ministry?
(A) ₹5,000

Downloaded from www.pdf.tube

(B) ₹10,000
(C) ₹15,000
(D) ₹30,000

113. For children with Intellectual and Developmental Disabilities (IDD), what specific type of support material is provided under the ADIP scheme?
(A) Specialized sports wheelchairs designed for athletic events
(B) Teaching Learning Material (TLM) Kits for IDD
(C) Battery-operated motorized tricycles for mobility support
(D) High-cost surgical cochlear implants for severe hearing loss

114. Which Central Public Sector Enterprise is the nodal implementing agency for the massive manufacturing and distribution of aids and appliances under the ADIP scheme?
(A) Bharat Electronics Limited (BEL)
(B) Artificial Limbs Manufacturing Corporation of India (ALIMCO)
(C) National Book Trust (NBT)
(D) National Informatics Centre (NIC)

115. Apart from ALIMCO, which other entities are authorized as implementing agencies to distribute aids under the ADIP scheme?
(A) Only accredited private corporate hospitals operating in major cities
(B) Registered foreign medical device manufacturing corporations globally
(C) National Institutes (NIEPID, AYJNISHD) and recognized NGOs
(D) Local municipal police departments and traffic management boards

116. The distribution of ADIP aids typically follows a two-step process at the ground level. The first step involves identifying beneficiaries, assessing their specific needs, and taking measurements. What is this step called?
(A) Distribution Camp
(B) Assessment Camp
(C) Awareness Rally
(D) Fundraiser Gala

117. To ensure transparency and prevent leakage of funds or fake beneficiaries in the ADIP scheme, the government heavily utilizes which mechanism during implementation?
(A) Anonymous untracked cash handouts distributed locally
(B) Biometric verification and Aadhaar mapping
(C) Verbal confirmation provided by local community leaders
(D) Simple self-declaration forms submitted without medical proof

118. Implementing agencies of the ADIP scheme are expected to arrange for which essential post-distribution service for the beneficiaries?
(A) Weekly grocery supplies and subsidized food rations for households
(B) Free public transportation passes valid for the beneficiary's life
(C) Follow-up services, fitment adjustments, and repairs of aids
(D) Guaranteed job placements across various public government sectors

119. Following the 2022 revision of the ADIP scheme guidelines, beneficiaries are eligible for a 100% subsidy (free of cost aid) if their monthly income from all sources does not exceed:
(A) ₹10,000
(B) ₹15,000
(C) ₹22,500
(D) ₹30,000

120. Under the revised ADIP guidelines (2022), if a disabled person's monthly income is between ₹30,001 and ₹50,000, they are eligible for what percentage of subsidy on the cost of the aid?
(A) 25%
(B) 50%
(C) 75%
(D) 100%

121. To verify the income criteria for the ADIP scheme, which of the following is considered a valid proof of income?
(A) An income certificate from BDO/Tehsildar or a BPL card
(B) A self-written personal letter without any official government stamp
(C) The individual's monthly residential electricity utility bill copy
(D) The individual's highest obtained educational degree certificate

122. In the case of minors or unemployed persons with disabilities applying for the ADIP scheme, whose income is considered to determine the subsidy slab?
(A) The local Sarpanch's income
(B) The income of the school principal

NODIA

(C) Income criteria is completely waived off
(D) The income of parents/guardians

123. To encourage participation in remote areas, the ADIP scheme has a provision to reimburse which of the following costs incurred by the beneficiary and one escort to attend the assessment/ distribution camp?
(A) Personal entertainment and recreational outing costs
(B) Limited boarding, lodging, and transport costs
(C) Advanced private hospital medical consultation fees
(D) Annual school tuition and academic fee expenses

124. The 2022 revision of the ADIP scheme significantly increased the income limits for subsidies. What was the primary rationale behind this revision?
(A) To deliberately exclude lower-income groups from applying for benefits.
(B) To account for inflation and expand coverage to middle-income families.
(C) To gradually reduce and shut down ALIMCO's overall manufacturing production.
(D) To shift the financial burden of funding entirely to State governments.

125. Recent updates to the ADIP scheme reflect technological advancements by including distribution of modern communication tools for persons with visual impairment. Which of the following devices is an example of this inclusion?
(A) Traditional manual wooden walking sticks for daily navigation
(B) Legacy mechanical typewriters for basic document processing
(C) Android smartphones with screen readers or Smart Canes
(D) Basic analog hearing aids without digital sound processing

126. In recent revisions regarding the Cochlear Implant program under ADIP, there is a provision for bilateral implantation (implants in both ears) under specific exceptional circumstances. However, the standard provision remains for:
(A) Implantation reserved only for senior adults over 50 years of age
(B) Unilateral single-ear implants for eligible children
(C) Short-term temporary surgical implants designed for trial use
(D) Traditional external pocket hearing aids provided for daily use

127. To streamline the identification process and avoid repetitive paperwork at ADIP camps, recent guidelines strictly mandate the linkage of ADIP benefits with which national database?
(A) National Voter ID portal
(B) Railway IRCTC portal
(C) UDID Swavlamban portal
(D) National EPF portal

128. What does the acronym UDID stand for in the context of disability affairs in India?
(A) Universal Data of Inclusive Development
(B) Unique Disability Identity Document
(C) Unified Disability Information Database
(D) Underprivileged and Disabled Identification

129. What is the primary overarching purpose of the UDID project?
(A) To create a National PwD Database and issue a Unique Disability Identity Card.
(B) To systematically segregate PwDs into different states based on disability severity.
(C) To provide an exclusive commercial platform for PwDs to market handmade products.
(D) To issue international travel passports specifically designed for PwD citizens.

130. By digitizing disability certificates and creating a centralized database, the UDID project primarily aims to eliminate which systemic issue?
(A) The overall operational need for deploying trained special educators in school systems.
(B) Data duplication, fake certificates, and cumbersome verification processes.
(C) The systematic ground-level implementation of statutory provisions under RPWD Act.
(D) The mandatory percentage reservation quota allocated for PwDs in employment.

131. The UDID project is an initiative implemented by which department under the Ministry of Social Justice and Empowerment?
(A) Department of Higher Education under Union Ministry
(B) Department of Empowerment of Persons with Disabilities
(C) Department of Social Defense and Welfare Services
(D) Department of Rural Development and Local Governance

Click Here to Buy book on Flipkart

132. What is the name of the official web portal through which an individual can apply for a UDID card?
(A) Divyangjan Portal
(B) Swavlamban Portal
(C) Sugamya Bharat Portal
(D) e-Kalyan Portal

133. During the UDID application process, after online registration, who is the competent authority responsible for assessing the individual and approving the medical details on the portal?
(A) The District Magistrate presiding over local civil administrative affairs
(B) Chief Medical Officer (CMO) or District Hospital Medical Board
(C) The Block Education Officer supervising local primary school governance
(D) The State Project Director supervising Samagra Shiksha implementation

134. UDID cards feature a colour-coding system based on the severity (percentage) of the disability. Which colour card is issued to an individual with a disability percentage of 40% to 79%?
(A) Official white band
(B) Standard yellow band
(C) Official blue band
(D) Official red band

135. For individuals whose disability is assessed as temporary (e.g., recovering from severe trauma), what is the provision in the UDID system?
(A) They are permanently barred from applying for any disability documentation in future.
(B) They receive a temporary UDID card requiring reassessment after a set period.
(C) They are issued a permanent lifetime card immediately to eliminate procedural delays.
(D) They receive only a standard paper disability certificate without any digital card.

136. A major benefit of possessing a UDID card for a person with a disability is that it serves as a single pan-India document. What does this mean functionally?
(A) The card is valid exclusively within the boundaries of the district of issue.
(B) PwDs need not carry multiple document copies to avail pan-India benefits.
(C) The card serves as a legal substitute for a commercial driving license.
(D) The card permits the holder to travel internationally without a passport.

137. Which major transport concession in India can be availed smoothly through the verification of a valid UDID card/certificate?
(A) Free international flights
(B) Railway concessions for PwDs
(C) Free purchase of private cars
(D) Subsidized cruise ship tickets

138. How does the UDID card streamline the process of applying for disability-linked scholarships on the National Scholarship Portal (NSP)?
(A) By completely eliminating any requirement for academic merit or passing grades.
(B) By enabling API-based online verification, preventing fraud and delays.
(C) By automatically depositing funds into bank accounts without formal applications.
(D) By extending scholarship eligibility directly to non-disabled siblings of PwDs.

139. The Department of Empowerment of Persons with Disabilities provides a 'Pre-Matric Scholarship for Students with Disabilities'. This scheme covers students studying in which specific classes?
(A) Class I to VIII
(B) Class IX and X
(C) Class XI and XII
(D) Undergraduate courses

140. The 'Top Class Education Scholarship for Students with Disabilities' scheme is specifically designed to provide financial assistance for which of the following?
(A) Foundational literacy and basic numeracy training at the primary school level.
(B) Skill development and vocational job training programs in local ITI institutes.
(C) Pursuing degree/diploma courses in notified Institutes of Excellence.
(D) Starting an independent small business venture after completing class 12 school.

****

Downloaded from www.pdf.tube

ANSWERS

1. (B) 5 + 3 + 3 + 4
The National Education Policy 2020 replaces the previous 10+2 structure of school education with a new 5+3+3+4 design. This covers ages 3 to 18 across four distinct stages: Foundational (5 years), Preparatory (3 years), Middle (3 years), and Secondary (4 years). This structure integrates early childhood care and education seamlessly from age three onwards.

2. (C) Only I and III
The National Education Policy 2020 emphasizes recognizing, identifying, and fostering the unique capabilities of every student. It prioritizes respect for diversity and local context across all aspects of curriculum, pedagogy, and policy. Conversely, the policy explicitly discourages rote learning, promoting instead conceptual understanding, critical thinking, creative problem-solving, and holistic development across all demographic groups.

3. (A) Affordability and Equity
The National Education Policy 2020 is anchored on five foundational pillars: Access, Equity, Quality, Affordability, and Accountability. These foundational pillars ensure that high-quality, inclusive education is made accessible and affordable to all citizens regardless of their socio-economic backgrounds. The policy strongly opposes the segregation of learners, centralization of boards, or restriction to exclusive English-medium instruction.

4. (C) Adapt pedagogy and flexible assessment methods tailored to the child's learning pace.
The National Education Policy 2020 advocates for inclusive education within mainstream classrooms. When a child with a mild learning disability struggles, the policy mandates that educators adapt their pedagogical approaches and utilize flexible assessment strategies. This individualized support allows students to learn at their own pace without removing them from mainstream settings or compromising standards.

5. (A) Establishing rigid separation between academic and vocational streams.
The National Education Policy 2020 aims to eliminate rigid separations between academic and vocational streams, curricular and extra-curricular activities, or science and humanities subjects. Instead, it promotes multidisciplinary learning. Key policy objectives include universalizing early childhood care and education, attaining foundational literacy and numeracy by Grade 3, and creating the PARAKH assessment center.

6. (D) Socio-Economically Disadvantaged Groups (SEDGs)
The National Education Policy 2020 uses the umbrella term Socio-Economically Disadvantaged Groups to broadly classify historically marginalized populations. This comprehensive categorization includes gender identities, socio-cultural identities such as Scheduled Castes and Scheduled Tribes, geographical identities including aspirational districts, socio-economic conditions, and disabilities. The policy outlines targeted strategies to bridge educational gaps for these communities.

NODIA

7. (A) Both A and R are true and R is the correct explanation of A
The National Education Policy 2020 advocates mainstreaming children with disabilities into regular neighbourhood schools rather than confining them to segregated special institutions. Inclusive learning environments provide equitable academic opportunities and foster vital peer interaction and socialization. This integration reduces social stigma, builds empathy among non-disabled peers, and essentializes holistic development for every participating child.

8. (C) Gender Inclusion Fund
The National Education Policy 2020 mandates the establishment of a dedicated Gender Inclusion Fund to assist states in providing equitable, high-quality education to female and transgender students. This fund is utilized to build capacity, provide sanitation facilities, offer conditional cash transfers, and implement safety

measures that eliminate barriers preventing girls and transgender children from attending school.

9. (D) I, II, III, and IV
Under the National Education Policy 2020, Socio-Economically Disadvantaged Groups encompass multiple sub-categories. These include socio-cultural identities such as tribal communities, gender identities including transgender students, geographical identities such as aspirational districts, and learning identities including children with specific learning disabilities. The policy aims to address cumulative disadvantages across all these overlapping groups.

10. (A) Disparities in access, participation, and learning outcomes
A core objective of the National Education Policy 2020 regarding Socio-Economically Disadvantaged Groups is to completely eliminate disparities in educational access, classroom participation, and overall learning outcomes. The policy focuses on bridge courses, financial assistance, targeted scholarships, and contextualized learning resources to ensure equity across all stages of school and higher education systems.

11. (B) The Rights of Persons with Disabilities Act, 2016
The National Education Policy 2020 explicitly aligns its provisions for inclusive education with the statutory mandates of the Rights of Persons with Disabilities Act, 2016. This alignment ensures that children with benchmark disabilities receive free, compulsory, and inclusive education with necessary accommodations, accessible learning materials, and appropriate resource support in regular neighbourhood schools.

12. (B) Home-based education supported by special educators and technology options.
For children with severe or profound multiple disabilities who are physically unable to attend regular neighbourhood schools, the National Education Policy 2020 provides the option of home-based education. Supported by visiting special educators, assistive technology, and adapted learning resources, this option ensures educational continuity while respecting the child's medical limitations and individual learning needs.

13. (A) National Institute of Open Schooling and State Open Schools
To support children with disabilities who require flexible learning pacings and customized curricula, the National Education Policy 2020 highlights the vital role of the National Institute of Open Schooling and State Open Schools. These open schooling platforms offer adapted courses, vocational modules, and flexible assessment pathways tailored to diverse individual capabilities.

14. (C) Early Childhood Care and Education (ECCE)
The National Education Policy 2020 emphasizes that inclusive education must begin at the earliest stages of development. Integrating children with disabilities into Early Childhood Care and Education programs ensures early identification, timely therapeutic interventions, and foundational skill development, which significantly improves long-term educational outcomes and social integration for neurodivergent and disabled children.

15. (B) Only II and III
The National Education Policy 2020 proposes establishing Bal Bhavans as daytime boarding centers in every district. These facilities are designed for all children, including those with disabilities, to engage in creative, play-based, art-integrated, and career-related activities. They are not segregated residential institutions for specific disability categories, but inclusive spaces fostering holistic growth.

16. (C) A is true but R is false
The National Education Policy 2020 advocates setting up Bal Bhavans where children engage in art, play, and career-related activities. Engaging in diverse extra-curricular and socio-cultural activities enhances cognitive development, creativity, and social skills rather than increasing cognitive load or harming academic performance. Holistic engagement positively impacts overall educational development and well-being.

17. (B) Samajik Chetna Kendra
To optimize educational resources and foster community integration, the National Education Policy 2020 recommends utilizing unutilized school infrastructure during non-school hours as Samajik Chetna Kendras. These centers serve as vibrant spaces for adult literacy programs,

Click Here to Buy book on Amazon

community involvement, socio-cultural interactions, and skill-building activities, strengthening ties between public schools and local society.

18. (D) Promoting project-based clubs, olympiads, and specialized summer programs
To nurture students with exceptional talent or giftedness, the National Education Policy 2020 advocates enrichment mechanisms within mainstream settings. It recommends establishing project-based clubs, encouraging participation in subject olympiads, providing advanced learning materials, and organizing specialized summer enrichment programs rather than isolating gifted children in separate institutions or forcing automatic grade jumps.

19. (A) To serve as a hub providing support, equipment, and training to general schools
The National Education Policy 2020 envisions Special Education Resource Centres operating as centralized support hubs for regular neighbourhood schools. These centres supply specialized teaching-learning materials, assistive technology, diagnostic tools, and professional consultation from special educators. They build the capacity of general teachers to effectively manage diverse learning needs within mainstream classrooms.

20. (B) Only I and III
The National Education Policy 2020 emphasizes cross-disability training for special educators to equip them with skills to support children with diverse disabilities effectively. This multidisciplinary approach enhances resource center efficacy and cross-functional support. It does not replace general teacher training, nor does it restrict educators to a single specialized disability category throughout their careers.

21. (A) Provide cross-disability in-service training to build skills for handling diverse needs.
Under the vision of the National Education Policy 2020, special educators in resource centers should possess cross-disability competencies. When an educator trained in a single specialty encounters children with varied disabilities, administration should provide structured, in-service cross-disability training. This empowers the teacher to deliver multi-faceted pedagogical support without transferring students away.

NODIA

22. (D) Block Resource Centres and Cluster Resource Centres (BRCs and CRCs)
The National Education Policy 2020 emphasizes revamping decentralized administrative bodies, specifically Block Resource Centres and Cluster Resource Centres. Strengthening BRCs and CRCs improves localized academic monitoring, facilitates resource sharing among school complexes, delivers continuous teacher professional development, and provides targeted support for inclusive education initiatives at grassroots levels.

23. (B) A multi-disciplinary approach
Supporting children with multiple disabilities requires combining expertise from special educators, speech-language therapists, occupational therapists, psychologists, and parents. This collaborative strategy is defined as a multi-disciplinary approach. By integrating varied professional skills and family insights, educators can address the complex physical, cognitive, communication, and socio-emotional needs of each child holistically.

24. (C) Development of accessible, Divyang-friendly educational tools
The National Education Policy 2020 strongly advocates integrating assistive technology to empower learners with visual, auditory, or cognitive disabilities. Developing accessible, Divyang-friendly software, screen readers, digital audiobooks, and adapted educational applications ensures that children with special needs can engage independently with the general school curriculum and digital learning environments.

25. (C) Only I and II
The National Education Policy 2020 mandates barrier-free physical infrastructure in all school buildings to ensure full physical accessibility. It also promotes the standardization and widespread deployment of Indian Sign Language across the nation. Augmentative and alternative communication devices are actively encouraged, not prohibited, to facilitate learning and assessment for disabled students.

26. (D) Indian Sign Language (ISL)
The National Education Policy 2020 explicitly mandates the standardization and development of national and state curriculum materials in Indian Sign Language. This initiative ensures that

children with hearing impairment across India receive standardized, high-quality, linguistically accessible educational resources, promoting equal communication rights and seamless academic transitions in inclusive settings.

27. (A) Both A and R are true and R is the correct explanation of A
The National Education Policy 2020 highlights integrating assistive technology and specialized equipment for students with disabilities. Utilizing appropriate assistive tools, such as screen readers or alternative mobility aids, minimizes learning barriers, compensates for sensory or motor impairments, and enables disabled students to engage with the general curriculum alongside peers.

28. (B) 4-year integrated B.Ed.
To prepare future teachers for inclusive, multidisciplinary classrooms, the National Education Policy 2020 mandates that the minimum degree qualification for school teaching will transition to a 4-year integrated B.Ed. degree by 2030. This program incorporates rigorous training in inclusive pedagogy, learner psychology, subject content, and cross-disability teaching methodologies.

29. (C) They must be prepared to teach specific academic subjects alongside special education.
The teacher education reforms outlined in the National Education Policy 2020 expect special educators at the secondary school level to possess dual capabilities. In addition to providing specialized support for disability needs, they must be qualified to teach specific core academic subjects, integrating disability expertise with subject-matter instruction effectively.

30. (C) Through mandatory 50 annual hours of Continuous Professional Development on inclusion.
The National Education Policy 2020 addresses teaching gaps by mandating at least 50 hours of Continuous Professional Development annually for every teacher. These professional training modules focus heavily on inclusive pedagogy, handling neurodiversity, understanding Autism Spectrum Disorder, implementing differentiation strategies, and creating supportive learning environments in regular mainstream classrooms.

31. (D) I, II, and III
To attract and retain quality teachers in rural and remote areas, the National Education Policy 2020 outlines strategic incentives. These include offering local merit-based scholarships for 4-year integrated B.Ed. programs, providing guaranteed local employment opportunities upon graduation, and ensuring suitable housing infrastructure or increased housing allowances for deployed educators.

32. (B) Teacher Eligibility Tests (TETs)
The National Education Policy 2020 recommends strengthening and restructuring Teacher Eligibility Tests across all foundational, preparatory, middle, and secondary stages. TETs will be upgraded to test subject content mastery, pedagogical knowledge, and understanding of inclusive education principles, ensuring that prospective teachers possess competencies required for diverse classroom environments.

33. (B) Acute shortage of qualified special educators and trained therapists
A primary ground-level implementation challenge for policies serving children with special needs is the severe deficit of qualified special educators, speech therapists, occupational therapists, and counselors. Without an adequate supply of trained personnel, regular schools struggle to provide individualized support, cross-disability adaptations, and therapeutic interventions required for true inclusion.

34. (A) Only I, II, and III
Significant challenges in implementing inclusive education policies include inter-ministerial coordination gaps between Education and Social Justice ministries, insufficient funds to retrofit old school buildings with accessible features, and persistent social stigma among non-disabled peers and parents. Simplifying curriculum is not a systemic cause of peer dropouts in inclusive models.

35. (B) Home-based education, which may lead to social isolation if unmonitored.
A notable critique of policy implementation relates to the operationalization of home-based education for children with severe disabilities. Critics express concern that without precise operational guidelines, rigorous monitoring mechanisms, and structured peer integration programs, home-based models risk leaving

Downloaded from www.pdf.tube

vulnerable children socially isolated and deprived of regular community interaction.

36. (C) The policy completely ignoring the existence and role of the RPWD Act 2016.
Asserting that the policy ignores the Rights of Persons with Disabilities Act 2016 is false, as the National Education Policy 2020 explicitly references and aligns with this legislation. Genuine implementation concerns involve ambiguous budget allocations, difficulties in cross-disability teacher training, and state-level capacity variations across educational boards.

37. (B) SSA, RMSA, and Teacher Education (TE)
Samagra Shiksha is an overarching flagship program for the school education sector extending from pre-school to class 12. It was formulated by subsuming three major erstwhile Centrally Sponsored Schemes: Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA), and the Teacher Education (TE) scheme into a unified framework.

38. (A) Both A and R are true and R is the correct explanation of A
Samagra Shiksha replaces the former fragmented approach to school administration by unifying pre-school, primary, upper primary, secondary, and senior secondary levels. Viewing school education as a continuous spectrum from pre-school to Class 12 facilitates smooth educational transitions, systemic resource efficiency, unified planning, and comprehensive inclusive practices across all levels.

39. (B) A Centrally Sponsored Scheme with shared funding between Centre and States.
Samagra Shiksha is structured as a Centrally Sponsored Scheme administered through the Ministry of Education. Under this framework, financial resources are shared between the Central Government and State or Union Territory governments according to predetermined cost-sharing ratios, ensuring joint administrative responsibility for execution and monitoring across all regions.

40. (A) Only I and II
Key objectives of Samagra Shiksha include eliminating social and gender disparities across all school levels and ensuring equity and full inclusion for marginalized children. The scheme promotes inclusive practices within general neighbourhood schools, explicitly avoiding the creation or expansion of segregated special schools that isolate children with special needs.

41. (C) 2018
The Samagra Shiksha scheme was officially launched by the Government of India in 2018. It integrated earlier independent programs to create an overarching administrative structure designed to improve school effectiveness, enhance student learning outcomes, promote equitable access, and strengthen teacher training systems across all states and union territories.

42. (C) Student-oriented components and Resource support
Provisions for Children with Special Needs under the Samagra Shiksha framework are divided into student-oriented components and resource support mechanisms. Student-oriented components include stipends, therapeutic services, and assistive devices, while resource support covers deploying itinerant special educators, establishing resource rooms, and conducting teacher capacity-building initiatives.

43. (B) ₹3,500
Under the standard financial guidelines of the Samagra Shiksha scheme, a dedicated recurring allocation of 3,500 rupees per child with special needs per annum is provided under the student-oriented component. This fund covers individualized assistive devices, therapeutic interventions, specialized teaching-learning materials, and specific support allowances.

NODIA

44. (B) ₹200 per month
To address intersectional barriers and reduce dropout rates among female students with disabilities, Samagra Shiksha provides a dedicated stipend of 200 rupees per month for ten months a year to girls with special needs from pre-primary to senior secondary levels, promoting retention and regular attendance.

45. (A) Adults over the age of 25 seeking vocational rehabilitation
The inclusive education component of Samagra Shiksha specifically targets school-age children from pre-primary to class 12 levels. Eligible beneficiaries include students with learning disabilities in general classrooms, children with severe disabilities receiving home education, and girls with physical disabilities. Adult education

and rehabilitation fall outside this scheme's domain.

46. (B) CWSN unable to commute independently due to severe disability.
Under Samagra Shiksha, an escort allowance is sanctioned specifically for children with special needs whose severe physical, visual, or intellectual impairments prevent them from travelling to and from school independently. This financial allowance supports family members or attendants who accompany these children daily, ensuring uninterrupted school attendance.

47. (B) Only I, II, and IV
Under Samagra Shiksha, aids and appliances like wheelchairs and hearing aids are distributed to children with disabilities following systematic assessment camps. Convergence with the ADIP scheme or Health Department optimizes resource delivery. Eligibility for essential aids is based on functional requirement rather than requiring a strict 80% benchmark disability.

48. (D) Reader Allowance
Samagra Shiksha provides a dedicated Reader Allowance to support visually impaired students or learners with severe print disabilities. This financial allocation compensates individuals who assist students by reading aloud textbooks, reference materials, and examination questions, thereby enabling independent learning and fair participation during academic evaluation processes.

49. (A) Physiotherapy, Occupational, and Speech Therapy
The student-oriented component of Samagra Shiksha financially supports essential therapeutic services within educational settings. This includes physiotherapy to improve motor coordination, occupational therapy for functional independence, and speech therapy to enhance communication skills, allowing children with special needs to access school environments and academic activities effectively.

50. (D) I, II, and III
Samagra Shiksha finances a wide range of specialized, adapted learning materials to ensure curriculum accessibility. Eligible items include embossed Braille books for blind students, large print textbooks for low-vision learners, and tactile maps or 3D educational models that facilitate multi-sensory learning for children with sensory or cognitive impairments.

51. (D) 2 special educators per block
According to the standard administrative deployment norms of Samagra Shiksha, funding is provided for two special educators per block. These educators provide itinerant support, organize resource room activities, assist general classroom teachers with adaptations, and coordinate local assessment camps to serve disabled children across block schools.

52. (B) Itinerant Teacher Model
The operational delivery system where a special educator travels among multiple regular schools within a designated cluster or block is known as the Itinerant Teacher Model. This model enables special educators to offer direct instruction, monitor progress, and guide general classroom teachers across several schools efficiently without isolating students.

53. (A) Specialized TLMs, assessment tools, and therapy equipment
A functional Block Resource Room under Samagra Shiksha must be equipped with specialized teaching-learning materials, standardized screening tools, assistive technology devices, and basic therapeutic equipment. These resources enable itinerant special educators to conduct diagnostic assessments, offer remedial instruction, and provide therapy sessions for children with special needs.

54. (D) Both A and R are false
Resource Rooms under Samagra Shiksha are not designed to segregate children with special needs from regular classes for the entire day. Instead, they provide targeted, short-term remedial support or therapy sessions. Inclusive education strictly opposes isolating disabled students, emphasizing that learning alongside peers in regular classrooms promotes academic and social growth.

55. (C) To assess CWSN, determine disability degree, and recommend specific aids.
The primary purpose of block-level assessment camps under Samagra Shiksha is to screen children, evaluate the nature and extent of their disabilities, issue medical certifications, and determine requirements for specific assistive devices, therapeutic services, or educational

Click Here to Buy book on Flipkart

allowances, ensuring targeted support for every child with special needs.

56. (C) Health and Family Welfare Department
Organizing effective assessment camps for children with special needs under Samagra Shiksha requires close inter-departmental convergence between the Education Department and the Health and Family Welfare Department. Medical specialists, audiologists, and orthopedists from health services evaluate children, establish official disability percentage ratings, and issue statutory disability certificates.

57. (A) Only I, II, and III
Identifying and supporting children with special needs under Samagra Shiksha involves initial screening by general teachers, formal medical evaluation in block assessment camps, and issuing official disability certificates linked to the UDID system. Policy guidelines strictly forbid expelling or isolating identified children, advocating instead for their full classroom inclusion.

58. (D) PRASHAST
The National Council of Educational Research and Training developed PRASHAST, a specialized mobile application and checklist designed as a disability screening tool for school teachers. It assists general educators in detecting early behavioral, sensory, or physical indicators of disabilities among students, facilitating timely assessment and resource support under Samagra Shiksha.

59. (C) UDID System for PwDs
Disability identification and medical certification completed during Samagra Shiksha assessment camps are systematically linked to the national Unique Disability ID system. Connecting records to the UDID portal ensures a centralized database, eliminates redundant documentation, and enables seamless, long-term access to government welfare schemes, transport concessions, and educational scholarships.

60. (D) Children with severe and profound multiple disabilities unable to attend school.
Under Samagra Shiksha guidelines, Home-Based Education is strictly reserved for children with severe and profound multiple disabilities whose critical health conditions or physical limitations completely prevent them from attending local mainstream schools. It is an exceptional provision designed to ensure educational access when school attendance is clinically non-feasible.

61. (B) Home-Based Education (HBE)
A special educator visiting the residence of a child with severe Cerebral Palsy and intellectual disability to teach functional living skills and guide parents represents Home-Based Education under Samagra Shiksha. This component delivers tailored instruction and therapeutic guidance to severely disabled children who cannot physically access regular neighbourhood schools.

NODIA

62. (B) Active involvement of parents, community volunteers, and NGOs
Delivering effective Home-Based Education under Samagra Shiksha relies on active collaboration among itinerant special educators, family caregivers, community volunteers, and non-governmental organizations. Involving parents and community workers ensures continuous reinforcement of functional skills, consistent therapeutic routines, and supportive care for children receiving home instruction.

63. (D) I, II, and III
Home-Based Education under Samagra Shiksha is implemented through tailored mechanisms including drafting Individualized Education Programmes, conducting capacity-building sessions for parents, and arranging regular home visits by itinerant special educators. These combined strategies ensure structured, individualized learning and continuous developmental progress for children who cannot attend school.

64. (D) To sensitize them to CWSN needs and impart basic curriculum adaptation skills.
The cross-disability training modules provided to general teachers under Samagra Shiksha aim to sensitize educators to diverse learning needs, build positive classroom attitudes, and impart basic skills for curriculum adaptation and differentiated instruction. They are not intended to replace professional special educators or convey advanced medical expertise.

65. (B) NISHTHA
The Ministry of Education launched NISHTHA, a comprehensive national initiative for school heads and teachers, to improve education quality. NISHTHA integrates dedicated modules

on inclusive education, equipping teachers with practical knowledge regarding curriculum adaptation, accessible pedagogy, and supporting children with special needs in line with Samagra Shiksha goals.

66. (C) School Principals and School Management Committees
Beyond classroom teachers, Samagra Shiksha emphasizes sensitizing School Principals and School Management Committees. School leaders and SMC members play a critical role in developing barrier-free infrastructure, fostering an empathetic school culture, allocating local resources for inclusion, and ensuring non-discriminatory admission policies for children with special needs.

67. (C) Universal Design for Learning (UDL)
A teacher presenting mathematical concepts using visual representations, tactile manipulative blocks, and spoken explanations simultaneously applies Universal Design for Learning. UDL offers multiple means of representation, engagement, and expression, making instruction accessible to diverse learners, including those with sensory, motor, or cognitive difficulties, without lowering academic standards.

68. (B) 60 : 40
For most standard Indian states, the financial sharing pattern for the Samagra Shiksha scheme between the Central Government and State Governments is established at a 60:40 ratio. For North Eastern states, Himalayan states, and UTs with legislatures, the central share increases to 90%, whereas UTs without legislatures are fully centrally funded.

69. (A) Only I and II
PRABANDH is an online management system developed to streamline the administration of Samagra Shiksha. It enables states and union territories to submit their Annual Work Plan and Budget proposals electronically, track physical and financial progress, and maintain transparent records. It is an administrative data governance tool, not an online gaming platform.

70. (B) UDISE+ System
The Unified District Information System for Education Plus is the primary national database used to monitor school education metrics in India. UDISE+ tracks detailed data on enrollment, infrastructure, gender ratios, teacher deployment, and disability categories, providing crucial baseline information for planning inclusive interventions under Samagra Shiksha.

71. (A) The State Project Director and State Coordinator for Inclusive Education
At the state level, executing and monitoring the inclusive education component of Samagra Shiksha is led by the State Project Director alongside designated State Coordinators for Inclusive Education. They oversee budget allocation, resource deployment, special educator recruitment, teacher training, and block-level assessment camps within their jurisdiction.

NODIA

72. (B) Annual Work Plan and Budget (AWP&B)
Financial allocations for various components under Samagra Shiksha, including inclusive education, are released based on the appraisal and approval of each state's Annual Work Plan and Budget. Prepared annually by state implementation societies, this comprehensive document details specific physical targets, financial requirements, and proposed interventions.

73. (C) NEP 2020
The National Curriculum Framework for School Education 2023 was formulated by NCERT to translate the broad principles and vision of the National Education Policy 2020 into concrete curricular structures, pedagogical approaches, learning standards, and assessment practices across all stages of school education.

74. (B) Dr. K. Kasturirangan
The development of the National Curriculum Framework for School Education 2023 was led by the National Steering Committee for National Curriculum Frameworks, chaired by eminent scientist Dr. K. Kasturirangan. The committee designed a comprehensive framework aligning school education with modern pedagogical principles and NEP 2020 objectives.

75. (D) I, II, and III
The National Curriculum Framework for School Education 2023 is organized around key structural dimensions. These include detailed guidance on pedagogy and assessment, strategies for building an equitable school culture and institutional processes, and cross-cutting themes like inclusive education, values, and

environmental consciousness integrated across all academic subjects.

76. (C) Cross-cutting theme
In the National Curriculum Framework for School Education 2023, inclusive education is designed as an essential cross-cutting theme rather than an isolated, standalone topic. Principles of inclusion, diversity, accessibility, and differentiation are embedded across all subject domains, pedagogical practices, school organizational processes, and assessment strategies.

77. (D) Foundational Stage
The National Curriculum Framework for School Education 2023 adopts the 5+3+3+4 structural model. The initial five-year block represents the Foundational Stage, covering three years of early childhood care and education followed by Grades 1 and 2 for children aged 3 to 8, focusing on play-based, activity-centric learning.

78. (B) To guide access, participation, and learning success for all, including CWSN.
The main objective of the Inclusive Education framework within NCFSE 2023 is to ensure equitable access, active participation, and optimal learning outcomes for every child, including children with special needs. It provides guidelines for adapting curriculum, modifying classroom environments, and implementing flexible assessment methods without compromising educational standards.

79. (B) Inclusive Education Framework
A school overhauling its organizational culture by establishing zero-tolerance policies against discrimination, building peer support networks, and constructing barrier-free physical facilities directly operationalizes the Inclusive Education Framework of NCFSE 2023. This framework emphasizes transforming institutional culture and practices to make school environments welcoming and accessible for all.

80. (A) Necessary modifications ensuring persons with disabilities enjoy rights equally.
Under NCFSE 2023 and disability legislation, Reasonable Accommodation refers to necessary, appropriate modifications and adjustments made in educational settings that do not impose a disproportionate or undue burden. These adjustments ensure that individuals with disabilities can access educational opportunities, participate fully, and enjoy fundamental rights on an equal basis with others.

81. (D) Universal Design for Learning
UDL stands for Universal Design for Learning in NCFSE 2023. It is a pedagogical framework designed to optimize teaching by providing flexible goals, methods, materials, and assessments. UDL reduces learning barriers while maintaining high expectations, ensuring that instruction accommodates diverse cognitive, physical, and sensory learning profiles in inclusive classrooms.

82. (B) Schools must remove barriers so every child can engage in all school activities.
The Principle of Universal Participation highlighted in NCFSE 2023 mandates that educational institutions identify and eliminate physical, pedagogical, and social barriers. This ensures that every student, regardless of disability, socio-economic background, or learning variation, can fully participate in academic lessons, co-curricular activities, sports, and school events.

83. (C) Individualized Education Plan (IEP)
Providing individualized support within inclusive classrooms is operationalized through the Individualized Education Plan. An IEP is a tailored document developed collaboratively by general teachers, special educators, therapists, and parents. It outlines specific learning targets, necessary accommodations, instructional modifications, and evaluation strategies tailored to a student's individual learning profile.

84. (A) Only I and II
NCFSE 2023 emphasizes recognizing and valuing student diversity as a learning asset and promotes collaborative learning strategies and peer tutoring. Inflexible, rigid timetables create barriers to inclusion; therefore, the framework advocates flexible scheduling and pacing to accommodate the varied capabilities and learning rhythms of all children.

85. (C) Intersectionality
The sociological and educational concept describing how overlapping identities—such as gender, disability, ethnicity, and socio-economic status—intersect to create unique systems of discrimination or disadvantage is known as intersectionality. NCFSE 2023

Downloaded from www.pdf.tube

highlights intersectionality to ensure educational interventions address the complex, compounded barriers faced by multi-marginalized learners.

86. (B) Modification
In curricular adaptation, modification involves changing learning outcomes, core content requirements, or performance standards to match a student's cognitive capabilities. This differs from accommodation, which alters how content is delivered or accessed without changing expected learning outcomes. NCFSE 2023 supports modifications when necessary for meaningful participation.

87. (B) Students can progress through the curriculum matching their individual capabilities.
Flexibility in the pacing of learning under NCFSE 2023 means allowing students to progress through curricular goals at a rate aligned with their individual cognitive abilities, sensory processing, and learning styles. It eliminates rigid timeframes, giving students requiring extra time the opportunity to master concepts without falling behind.

88. (D) Instructional accommodations
Providing visual schedules, allowing oral instead of written responses, and utilizing graphic organizers represent instructional accommodations. Accommodations modify teaching strategies, presentation formats, and response modes to remove learning barriers without altering core educational expectations or reducing syllabus depth for students with specific learning disabilities like Dyslexia.

89. (B) By offering broad subject flexibility aligned with student strengths and interests.
At the Secondary Stage (Classes 9 to 12), NCFSE 2023 benefits children with special needs by eliminating rigid stream distinctions and offering flexible subject choices. Students can select academic and vocational combinations aligned with their unique strengths, interests, and career goals, promoting higher engagement and retention.

90. (B) Pre-vocational and Vocational Education
NCFSE 2023 places strong emphasis on integrating pre-vocational and vocational education for children with special needs. Developing practical, industry-relevant skills fosters functional independence, self-reliance, smooth post-school transition, and increased employability for students with disabilities, enabling them to participate meaningfully in the workforce and society.

91. (B) Portfolio assessments and performance tasks
To assess students with disabilities accurately, NCFSE 2023 advocates moving away from standard timed pen-and-paper tests toward alternative, authentic evaluation methods. Recommended practices include portfolio assessments, project demonstrations, performance tasks, and observational rubrics, which provide a comprehensive and fair reflection of a student's true capabilities over time.

92. (B) Specific Learning Disabilities and Hearing Impairment
Examination boards, supported by NCFSE 2023 guidelines, offer curricular concessions such as exemptions from studying a third language for students with Specific Learning Disabilities and Hearing Impairment. Language processing or hearing deficits make multi-language acquisition disproportionately challenging; exemption allows students to focus effort on primary language skills.

93. (B) The student has the right to a scribe along with compensatory extra exam time.
Standard examination guidelines permit visually impaired students the right to use a qualified scribe alongside receiving compensatory time (typically 20 minutes per hour of exam). This accommodation ensures equal testing conditions without reducing the candidate's final marks or requiring the scribe to hold higher educational qualifications.

NODIA

94. (A) Diagnostic and Formative
NCFSE 2023 promotes shifting evaluation culture from restrictive summative tests (assessment of learning) toward continuous assessment for learning. Assessment for learning is inherently diagnostic and formative, designed to gather ongoing feedback, identify individual learning gaps, adjust teaching methodologies, and support student growth throughout the learning process.

95. (B) By translating policy vision into actionable teaching and assessment frameworks.
NCFSE 2023 aligns directly with NEP 2020 by translating the policy's theoretical

vision of equity and inclusion into actionable pedagogical strategies, concrete subject curricula, differentiated classroom practices, and flexible assessment guidelines that teachers and educational institutions can implement in daily school functioning.

96. (B) Foundational Literacy and Numeracy (FLN)
NCFSE 2023 prioritizes Foundational Literacy and Numeracy, aligning with NEP 2020 goals. It incorporates adapted pedagogical tools, tactile reading materials, sign language resources, and multi-sensory strategies specifically designed to ensure children with cognitive, visual, or auditory disabilities attain basic reading, writing, and mathematical competencies by Grade 3.

97. (B) Competency-based education
Both NEP 2020 and NCFSE 2023 shift educational focus from content-heavy, passive memorization toward competency-based education. Competency-based education focuses on developing higher-order thinking, practical application, problem-solving abilities, and core skill mastery, ensuring that students can apply acquired knowledge effectively in real-world contexts.

98. (C) A 360-degree Holistic Progress Card
To capture a multi-dimensional view of student growth, NEP 2020 and NCFSE 2023 introduce the 360-degree Holistic Progress Card. This assessment tool tracks cognitive, affective, and psychomotor development, incorporating self-assessment, peer feedback, teacher evaluations, and parental observations, making it particularly useful for assessing diverse learners comprehensively.

99. (C) Indian Sign Language (ISL)
NEP 2020 and NCFSE 2023 mandate instruction in the child's home language or mother tongue during early primary years. For children who are deaf or hard of hearing, NCFSE explicitly recognizes Indian Sign Language as a primary home language, ensuring early cognitive and linguistic development through natural visual communication pathways.

100. (B) Ministry of Social Justice and Empowerment
The Assistance to Disabled Persons for Purchase/ Fitting of Aids and Appliances Scheme is a central welfare program administered directly by the Ministry of Social Justice and Empowerment through its Department of Empowerment of Persons with Disabilities, delivering essential assistive technologies to disabled citizens across India.

101. (B) To assist needy PwDs in procuring durable, modern standard aids and appliances.
The primary objective of the ADIP scheme is to provide financial assistance to needy persons with disabilities, enabling them to acquire durable, modern, standard aids and appliances. These assistive devices help reduce the impact of disability, enhance independent mobility, facilitate communication, and promote overall socio-economic inclusion.

102. (B) Promoting physical, social, and mental rehabilitation to reduce disability impact.
Beyond supplying physical hardware, the secondary objectives of the ADIP scheme focus on fostering comprehensive physical, social, and psychological rehabilitation. Modern assistive devices empower individuals to live independently, pursue educational and employment opportunities, reduce dependency on family members, and integrate actively into community life.

103. (C) Cochlear Implants
Under a specialized sub-component of the ADIP Scheme, financial support is provided for Cochlear Implant surgeries for young children with severe-to-profound sensorineural hearing loss. This high-cost surgical intervention, along with post-operative auditory-verbal therapy, enables young children to develop spoken language and integrate into regular schooling.

104. (B) Post-surgical speech and language therapy
The Cochlear Implant program under the ADIP scheme covers the expense of the surgical device and operation, while crucially providing funding for mandatory post-surgical auditory-verbal rehabilitation and speech therapy. Continuous post-operative therapy for up to two years is essential to help the child interpret auditory signals and develop spoken language.

105. (C) 40%
To qualify for benefits under the general ADIP scheme, an applicant must be certified by a competent medical authority as having a minimum benchmark disability of 40%. This threshold aligns with standard statutory disability

Click Here to Buy book on Amazon

criteria in India for accessing government-funded assistive devices and welfare benefits.

106. (A) Any age, provided other criteria are met
The ADIP scheme does not impose restrictive age limits for general applicants. Persons with disabilities of any age—from infants requiring early intervention devices to elderly individuals needing mobility or hearing assistance—are eligible to receive aids, provided they fulfill the required medical benchmark and income eligibility guidelines.

107. (B) 1 year
While the general rule under the ADIP scheme limits re-issuance of the same aid to once every three years, this restriction is relaxed to one year for growing children under 12 years of age. Rapid physical growth requires frequent resizing or replacement of prosthetic limbs, orthotic braces, and developmental aids.

108. (C) Disability Certificate / UDID Card
Applicants seeking assistive devices under the ADIP scheme must hold Indian citizenship and possess a valid Disability Certificate or Unique Disability Identity Card issued by a competent medical authority or district medical board, verifying a minimum benchmark disability percentage of 40%.

109. (C) 16 years
Under the ADIP scheme guidelines, motorized tricycles or powered wheelchairs are provisioned for individuals with severe locomotor disabilities or quadriparesis who are at least 16 years old. This age requirement ensures that users possess the physical maturity and cognitive capacity needed to operate motorized mobility devices safely in public space.

110. (C) Daisy players, smart canes, Braille kits
For persons with visual impairment, the ADIP scheme provisions a range of specialized sensory and educational tools. Covered aids include digital Daisy players for audio reading, electronic smart canes for obstacle detection, Braille shorthand machines, slate and stylus sets, and screen reader software installed on digital devices.

111. (B) Behind-The-Ear digital hearing aids
Under updated ADIP scheme guidelines, beneficiaries with hearing loss are primarily provisioned with high-quality Behind-The-Ear digital hearing aids. Digital BTE aids offer superior sound processing, noise reduction, and customizable frequency programming compared to older analog models, significantly improving speech perception for hearing-impaired individuals.

NODIA

112. (D) ₹30,000
Under the revised standard guidelines of the ADIP scheme, the financial ceiling for assistive devices provided to a single beneficiary is set at 30,000 rupees. High-cost equipment such as motorized wheelchairs up to this limit can be sanctioned directly through standard implementing agencies without requiring special ministry approval.

113. (B) Teaching Learning Material (TLM) Kits for IDD
For children with Intellectual and Developmental Disabilities, the ADIP scheme distributes specialized Teaching Learning Material Kits. These customized TLM kits contain multi-sensory educational toys, functional skill tools, cognitive development games, and behavioral training aids designed to enhance fine motor coordination, conceptual learning, and adaptive daily living skills.

114. (B) Artificial Limbs Manufacturing Corporation of India (ALIMCO)
The Artificial Limbs Manufacturing Corporation of India, a central public sector enterprise under the Ministry of Social Justice and Empowerment, serves as the primary nodal implementing agency for manufacturing, procuring, and organizing nationwide distribution camps for high-quality aids and appliances under the ADIP scheme.

115. (C) National Institutes (NIEPID, AYJNISHD) and recognized NGOs
In addition to ALIMCO, authorized implementing agencies under the ADIP scheme include autonomous National Institutes specializing in specific disability areas, District Disability Rehabilitation Centres, State Red Cross Societies, local administrative bodies, and recognized non-governmental organizations working in disability rehabilitation with proven organizational capacity.

116. (B) Assessment Camp
The implementation of the ADIP scheme relies on a structured two-stage process. The preliminary stage involves conducting Assessment Camps, where multi-disciplinary medical teams evaluate

applicants, record measurements for customized prosthetics, assess functional needs, and register verified beneficiaries prior to the subsequent distribution stage.

117. (B) Biometric verification and Aadhaar mapping
To ensure operational transparency, eliminate duplicate benefit claims, and prevent fraudulent distributions, the ADIP scheme mandates biometric verification and Aadhaar mapping for all beneficiaries during registration and device handover. Linking records to unique identification numbers ensures direct tracking of scheme delivery across all regions.

118. (C) Follow-up services, fitment adjustments, and repairs of aids
Implementing agencies under the ADIP scheme are required to provide post-distribution support services. This includes arranging follow-up camps, carrying out necessary fitment adjustments for prosthetic devices, providing basic user maintenance training, and offering repair facilities to ensure that distributed assistive aids remain functional and comfortable over time.

119. (D) ₹30,000
Following the 2022 revision of ADIP scheme guidelines, beneficiaries receive a 100% financial subsidy, granting aids completely free of charge, if their total monthly household income from all sources does not exceed 30,000 rupees. This income cap ensures comprehensive coverage for economically vulnerable and low-income families.

120. (B) 50%
Under the revised ADIP guidelines (2022), individuals with disabilities whose monthly household income falls between 30,001 rupees and 50,000 rupees are eligible for a 50% subsidy on the total cost of approved assistive devices. The beneficiary pays the remaining half of the device cost.

121. (A) An income certificate from BDO/Tehsildar or a BPL card
To verify eligibility for financial subsidies under the ADIP scheme, applicants must present official income documentation. Valid proofs include an authentic income certificate issued by a revenue authority such as a Tehsildar or Block Development Officer, a Below Poverty Line ration card, or certified salary statements.

122. (D) The income of parents/guardians
When evaluating subsidy eligibility for minors or unemployed individuals with disabilities applying under the ADIP scheme, the combined monthly income of their parents or legal guardians is considered. Household income verification determines whether the applicant qualifies for a full 100% subsidy or a 50% partial subsidy.

123. (B) Limited boarding, lodging, and transport costs
To encourage participation from beneficiaries residing in remote or rural locations, the ADIP scheme includes provisions to reimburse actual travel expenditures alongside limited boarding and lodging expenses for the applicant and one accompanying escort attending distant assessment or fitting camps.

124. (B) To account for inflation and expand coverage to middle-income families.
The 2022 revision of ADIP scheme income thresholds was undertaken to adjust for inflation, rising living expenses, and increased medical costs. Elevating monthly income caps allowed the scheme to expand its beneficiary base, extending financial assistance to middle-income households previously excluded from government subsidy support.

125. (C) Android smartphones with screen readers or Smart Canes
Recent updates to the ADIP scheme incorporate modern digital technology to promote independence. Provisioned items for visually impaired beneficiaries now include electronic Smart Canes equipped with ultrasonic sensors and accessible Android smartphones pre-installed with screen-reading software, digital Daisy book readers, and navigation applications.

126. (B) Unilateral single-ear implants for eligible children
Under the ADIP scheme Cochlear Implant program, standard assistance provides financial coverage for unilateral single-ear implantation for eligible children aged up to six years. While bilateral implantation may be considered in rare clinical conditions, single-ear surgical restoration remains the standard protocol for expanding speech accessibility.

Downloaded from www.pdf.tube

127. (C) UDID Swavlamban portal
To streamline benefit distribution, eliminate repetitive medical re-evaluations, and prevent fraudulent claims, updated ADIP guidelines mandate linking all beneficiary applications directly with the national UDID Swavlamban portal. This integration ensures single-window digital verification for assistive device allocation across all implementing agencies nationwide.

128. (B) Unique Disability Identity Document
In the context of disability administration in India, the acronym UDID stands for Unique Disability Identity Document. The UDID project creates a standardized national database for persons with disabilities, issuing a smart identity card that serves as official proof of disability across all states and Union Territories.

129. (A) To create a National PwD Database and issue a Unique Disability Identity Card.
The primary goal of the UDID project is to build a centralized national database for all persons with disabilities and issue a standardized Unique Disability Identity Card. This project streamlines disability certification, ensures transparent delivery of welfare schemes, and simplifies administrative verification nationwide.

130. (B) Data duplication, fake certificates, and cumbersome verification processes.
Digitizing disability certificates through the UDID project addresses administrative inefficiencies by eliminating duplicate records, fraudulent certificates, and redundant medical re-examinations. The centralized digital card enables quick, reliable online verification, allowing disabled citizens to access government welfare benefits seamlessly across different states.

131. (B) Department of Empowerment of Persons with Disabilities
The UDID project is a key initiative implemented by the Department of Empowerment of Persons with Disabilities, operating under the Union Ministry of Social Justice and Empowerment. The department manages the digital platform, coordinates state medical boards, and oversees national rollout strategies.

132. (B) Swavlamban Portal
The official web portal designated for applying for a Unique Disability ID card is the Swavlamban Portal. Individuals with disabilities can register online, upload necessary identification documents, track their application status, and download their digital disability certificate and UDID card directly through this centralized portal.

133. (B) Chief Medical Officer (CMO) or District Hospital Medical Board
Following online registration on the Swavlamban portal, the competent authority responsible for conducting clinical assessments and approving medical disability details is the Chief Medical Officer or designated District Hospital Medical Board. Qualified medical specialists evaluate the applicant and confirm the official disability percentage online.

134. (B) Standard yellow band
The UDID system uses a color-coding convention on identity cards to indicate disability severity. A yellow-banded card is issued to individuals assessed with a benchmark disability percentage between 40% and 79%. Cards with white bands represent disability below 40%, while red bands denote severe disability of 80% or above.

NODIA

135. (B) They receive a temporary UDID card requiring reassessment after a set period.
For individuals whose disability condition is classified as temporary or evolving, the UDID system issues a temporary card with a specified validity period. The cardholder must undergo medical reassessment upon expiration, after which the medical board determines whether to renew the temporary card or issue a permanent card.

136. (B) PwDs need not carry multiple document copies to avail pan-India benefits.
The UDID card functions as a universally accepted pan-India document, eliminating the need for persons with disabilities to carry physical medical certificates or undergo fresh disability evaluations when travelling or relocating to different states. It provides single-card proof for claiming government benefits and concessions nationwide.

137. (B) Railway concessions for PwDs
A major transport benefit streamlined through the UDID card is accessing Indian Railway travel concessions. Verified UDID cardholders can register their digital ID directly with ticketing systems, eliminating physical document

verification at counters and enabling convenient online booking of subsidized railway tickets across the national rail network.

138. (B) By enabling API-based online verification, preventing fraud and delays.
Integrating the UDID database with the National Scholarship Portal via API enables automated, real-time verification of disability certificates. This digital cross-validation eliminates manual document submission, prevents fraudulent applications, accelerates processing times, and ensures prompt disbursement of scholarship funds to eligible disabled students.

139. (B) Class IX and X
The Pre-Matric Scholarship for Students with Disabilities, implemented by the Department of Empowerment of Persons with Disabilities, specifically covers disabled students enrolled in Class IX and Class X. It provides financial support to reduce dropout rates during critical transition years prior to secondary board examinations.

140. (C) Pursuing degree/diploma courses in notified Institutes of Excellence.
The Top Class Education Scholarship Scheme for Students with Disabilities provides full financial support to eligible disabled students pursuing graduate, postgraduate degree, or diploma programs in notified premier higher education institutions, including IITs, IIMs, NITs, and other recognized Institutes of Excellence across India.

****

Click Here to Buy book on Flipkart

CHAPTER 03
Major Acts and Legislations

1. The Rehabilitation Council of India (RCI) Act was enacted by the Parliament in which year to regulate the training of rehabilitation professionals?
(A) 1986
(B) 1992
(C) 1995
(D) 1999

2. Prior to the enactment of the RCI Act in 1992, what was the primary systemic issue concerning special education and rehabilitation in India?
(A) Lack of funding for special schools
(B) Complete absence of special schools in rural areas
(C) Lack of international treaties on disability
(D) Unregulated and unstandardized training of rehabilitation professionals

3. Which of the following was NOT a primary driving factor for the legislative process leading to the RCI Act, 1992?
(A) The requirement to provide legal guardianship to adults with Intellectual Disability
(B) The need for minimum standards of education for professionals
(C) The necessity to maintain a Central Rehabilitation Register
(D) The demand for uniform curricula across institutions training special educators

4. What was the direct consequence of the lack of a standardized curriculum in special education prior to the RCI Act?
(A) State governments refused to hire special educators
(B) The United Nations suspended funding for Indian educational initiatives
(C) Professionals possessed widely varying competencies, compromising the quality of services for children with disabilities
(D) General schools were forced to admit children with severe disabilities

5. Consider the following statements regarding the objectives of the Rehabilitation Council of India (RCI) Act:
I. To regulate the training policies and programs in the field of rehabilitation of persons with disabilities.
II. To prescribe minimum standards of education and training of various categories of professionals dealing with people with disabilities.
III. To provide financial assistance directly to persons with benchmark disabilities.
Which of the statements given above are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

6. What is the primary purpose of the Central Rehabilitation Register (CRR) maintained under the Rehabilitation Council of India (RCI) Act?
(A) To keep a centralized record of all registered persons with disabilities across all states
(B) To register all non-governmental organizations and charitable trusts operating in the sector
(C) To systematically track and audit the disbursement of disability pensions and welfare grants
(D) To maintain a national register of qualified and recognized rehabilitation professionals

7. Match the objective of the Rehabilitation Council of India (RCI) Act with its intended outcome:
Objective: Standardization of professional qualifications
Intended Outcome:
(A) Creating job reservations for special educators in state government schools
(B) Ensuring that all professionals use a uniform syllabus and possess recognized competencies
(C) Mandating the creation of resource rooms in all government schools
(D) Providing free assistive devices to qualified professionals

Downloaded from www.pdf.tube

8. A newly established private teacher training institute wants to start a two-year B.Ed. Special Education (Hearing Impairment) programme. Under the RCI Act, 1992, what must the institute do before admitting students?
(A) Obtain a No Objection Certificate from the Department of Social Justice and Empowerment only
(B) Register the institute directly under the RPwD Act, 2016
(C) Seek approval and recognition of the course from the Rehabilitation Council of India
(D) Apply for the Niramaya scheme to fund the students' tuition

9. How many Chapters does the Rehabilitation Council of India (RCI) Act, 1992 originally contain?
(A) 3
(B) 4
(C) 7
(D) 10

10. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): The definitions of various disabilities provided in the original RCI Act, 1992 were broad and evolving.
Reason (R): The RCI Act, 1992 primarily focused on defining professional qualifications rather than providing a comprehensive, dynamic list of disabilities for welfare entitlements.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

11. Which Chapter of the RCI Act, 1992 specifically deals with the functions of the Council including recognition of qualifications?
(A) Chapter I
(B) Chapter II
(C) Chapter III
(D) Chapter IV

12. As per the RCI Act, a "rehabilitation professional" refers to a person who:
(A) Is certified as an individual with a benchmark disability requiring continuous high support services
(B) Holds a recognized qualification and is registered in the Central Rehabilitation Register
(C) Is employed as a regular general educator teaching in an inclusive mainstream school setup
(D) Serves as a legally designated guardian appointed under the provisions of the National Trust Act

NODIA

13. According to the RCI Act, 1992, who has the authority to appoint the Chairperson of the Rehabilitation Council of India?
(A) The Central Government
(B) The President of India
(C) The Chief Commissioner for Persons with Disabilities
(D) The Supreme Court of India

14. Which of the following is NOT typically a member of the RCI General Council?
(A) Representatives from the Ministry of Social Justice and Empowerment
(B) Representatives from the Directorate General of Employment and Training
(C) The Prime Minister of India
(D) Registered rehabilitation professionals

15. Consider the following powers vested in the Rehabilitation Council of India:
I. Recognition of qualifications granted by Universities in India for rehabilitation professionals.
II. Recognition of qualifications granted by Institutions outside India.
III. Withdrawal of recognition of qualifications if minimum standards are not maintained.
IV. Appointment of special educators in state government schools.
Which of the statements given above are correct?
(A) I, II, and III
(B) II, III, and IV
(C) I, III, and IV
(D) I, II, III, and IV

16. What is the standard term of office for a member of the Rehabilitation Council of India, excluding ex-officio members?
(A) 2 years
(B) 3 years
(C) 4 years
(D) 5 years

17. Which Section of the RCI Act, 1992 mandates the maintenance of the Central Rehabilitation Register?
(A) Section 11
(B) Section 13
(C) Section 23
(D) Section 28

18. Which of the following categories of professionals is eligible for registration under the RCI Act?
(A) General education secondary school principals and administrators
(B) Registered primary health centre nurses and medical officers
(C) Subject-specific trained graduate teachers in regular mainstream schools
(D) Clinical psychologists, audiologists, and speech therapists

19. What is the correct sequence of the process for a professional to be legally permitted to practice special education in India?
I. Successful completion of an RCI-recognized course.
II. Applying for RCI registration with relevant documents.
III. Getting the CRR number.
IV. Periodic renewal through Continuing Rehabilitation Education (CRE) points.
(A) II, I, III, IV
(B) I, II, III, IV
(C) I, III, II, IV
(D) II, III, I, IV

20. Consider the following statements regarding registration of rehabilitation professionals:
I. Registration in the CRR is mandatory to serve as a special educator in government schools.
II. A professional must hold a recognized qualification from an RCI-approved institution to be eligible.
III. Registration in the CRR is valid for life without any need for renewal.
Which of the statements given above are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

21. Which Section of the RCI Act, 1992 specifically details the penalties for practicing as a rehabilitation professional without a valid registration?
(A) Section 11
(B) Section 13(3)
(C) Section 19
(D) Section 24

22. What is the maximum statutory penalty prescribed under the RCI Act for an unqualified person delivering services as a special educator?
(A) Formal written warning letter accompanied by mandatory community service in state-run special schools
(B) Imprisonment which may extend to one year, or a fine up to one thousand rupees, or both
(C) Monetary penalty consisting of a fine extending up to fifty thousand rupees along with institutional audit
(D) Non-bailable rigorous imprisonment extending up to five years imposed by a designated special court

23. Under Section 13 of the RCI Act, who is exempted from the penalties of practicing without RCI registration while treating a person with disability?
(A) Any biological parent or legal guardian providing informal home care to a child with disability
(B) Registered medical practitioners covered under the Indian Medical Council Act
(C) Teachers holding a recognized general B.Ed. degree from a statutory state university
(D) Active non-governmental organization volunteers working in rural community programmes

24. A general B.Ed. degree holder sets up a private clinic claiming to offer "Speech Language Pathology and Special Education Intervention" without any RCI-approved qualification. What legal consequence is applicable under the Rehabilitation Council of India Act?
(A) They can be appointed as a resource teacher under Samagra Shiksha
(B) They are protected under the Right to Education Act, 2009
(C) They are liable for prosecution and penalty under Section 13 of the RCI Act
(D) They must only pay a small registration fee to the local municipal corporation to continue

25. A State University starts a new "Diploma in Autism Care" and grants certificates without

Click Here to Buy book on Amazon

applying to the RCI for curriculum approval. What action can the RCI take under the Act?
(A) RCI can issue an order to forcibly shut down the administrative operations of the entire University
(B) RCI will automatically recognize the course because it is offered directly by a State University
(C) RCI will transfer all enrolled students to an approved college at the University's full expense
(D) RCI can declare the qualification unrecognized, preventing graduates from registering in the CRR

26. Which of the following best represents a "developmental and advisory" function of the RCI, as opposed to a "regulatory" function?
(A) Promoting research in rehabilitation and special education
(B) Periodically inspecting examinations conducted by various recognized training institutions across India
(C) Formally withdrawing the legal recognition granted to an underperforming training institution
(D) Statutorily prescribing minimum educational standards for all recognized rehabilitation courses

27. Under which Section of the RCI Act is the Council empowered to withdraw recognition of a granted qualification if an institution fails to conform to prescribed standards?
(A) Section 11
(B) Section 14
(C) Section 17
(D) Section 20

28. To ensure the quality of training, the RCI Act empowers the Council to prescribe:
(A) The maximum ceiling of tuition and admission fees that private special schools can charge from students
(B) Minimum standards of education required for granting recognized rehabilitation qualifications
(C) The mandatory pay scales and monthly salaries of all special educators serving across the country
(D) Detailed structural building codes for creating barrier-free accessible environments in general schools

29. In which year was the Rehabilitation Council of India Act, 1992 significantly amended to broaden its scope and functions?
(A) 1995
(B) 1999
(C) 2000
(D) 2016

30. What was a key addition to the functions of the RCI through the Amendment Act of 2000?
(A) Directly issuing official disability certification and identity cards to individuals with benchmark disabilities
(B) Establishing designated special courts in every district for trial of disability rights violations
(C) Registration of vocational training centres and monitoring of professional personnel
(D) Providing monthly unemployment allowances and financial grants directly to certified special educators

NODIA

31. Which of the following statements is INCORRECT regarding the RCI (Amendment) Act, 2000?
(A) It significantly expanded the definition and scope of various categories of rehabilitation professionals across India.
(B) It explicitly entrusted the Rehabilitation Council of India with promoting research in special education and training.
(C) It aimed to make the General Council and Executive Committee much more broad-based in their institutional representation.
(D) It dissolved the Central Rehabilitation Register and transferred its operational powers to State Governments.

32. The need for the 2000 amendment to the RCI Act was primarily driven by:
(A) A binding statutory mandate issued by international funding agencies like the World Bank to reduce statutory regulatory bodies
(B) The nationwide legal introduction and implementation of the historic Right of Children to Free and Compulsory Education Act
(C) The enactment of the Persons with Disabilities (PWD) Act, 1995, requiring alignment and expansion of human resource training
(D) A landmark judgment of the Supreme Court of India declaring major procedural sections of the 1992 Act unconstitutional

33. The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act was enacted in the year:
(A) 1992
(B) 1995
(C) 1999
(D) 2016

34. What was the primary purpose for establishing the National Trust Act, 1999?
(A) To mandate and guarantee completely free primary education to all children with any form of benchmark disability
(B) To establish a nationwide regulatory council to oversee the professional training and practice of clinical psychologists
(C) To enforce a statutory four percent job reservation mandate for disabled individuals in all government employment sectors
(D) To provide legal guardianship and independent living support for persons with specific developmental disabilities

35. Consider the following statements regarding the need for a separate National Trust Act despite the existence of the PWD Act, 1995:
I. The PWD Act, 1995 lacked specific provisions for the long-term care and legal guardianship of individuals with severe developmental disabilities.
II. Families of persons with Autism, Cerebral Palsy, and severe intellectual disabilities expressed deep concern about what would happen to their children after their death.
III. There was a need for community-based support systems and supported living arrangements for these specific groups.
Which of the statements given above are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

36. Which of the following disabilities is NOT explicitly named in the full title of the National Trust Act, 1999?
(A) Autism
(B) Cerebral Palsy
(C) Locomotor Disability
(D) Mental Retardation (Intellectual Disability)

37. Which combination of disabilities represents the four categories covered under the National Trust Act, 1999?
(A) Autism, Cerebral Palsy, Mental Retardation, Multiple Disabilities
(B) Blindness, Deafness, Mental Illness, Autism
(C) Locomotor Disability, Leprosy Cured, Dwarfism, Acid Attack Victims
(D) Specific Learning Disability, Speech and Language Disability, Cerebral Palsy, Autism

38. A child is diagnosed with profound Hearing Impairment. Can the parents apply for schemes exclusively governed by the National Trust Act for this child?
(A) Yes, because the statutory provisions of the National Trust Act comprehensively cover all recognized categories of disabilities
(B) Yes, provided that the child possesses an officially issued medical benchmark disability certificate from a district hospital
(C) No, because all welfare schemes under the Act are exclusively restricted to adult beneficiaries aged eighteen years and above
(D) No, because Hearing Impairment is not one of the four disabilities covered under the National Trust Act

39. Match the disability covered under the National Trust Act with its characteristic:
Disability: Cerebral Palsy
Characteristic:
(A) A condition of arrested or incomplete development of mind
(B) A group of non-progressive conditions characterizing abnormal motor control and posture
(C) A combination of two or more benchmark disabilities
(D) A pervasive developmental disorder affecting communication and social interaction

40. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): The National Trust Act focuses heavily on only four specific developmental disabilities.
Reason (R): These four disabilities often require lifelong care, legal guardianship, and support for independent living, which necessitated specialized legislative focus.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false

Downloaded from www.pdf.tube

(D) A is false but R is true

41. Which of the following is a core objective of the National Trust Act?
(A) To mandate a compulsory five percent reservation in all higher educational institutions exclusively for individuals with Autism
(B) To facilitate the realization of equal opportunities, protection of rights, and full participation of all persons with disabilities
(C) To strictly regulate the statutory process of issuing official RCI registration certificates to qualified rehabilitation professionals
(D) To empower persons with disability to live independently and fully within their local communities

42. A parent of an 18-year-old with severe Autism is worried about who will manage the child's financial assets and provide consent for medical procedures if the parents pass away. Which objective of the National Trust Act directly addresses this concern?
(A) Provision of legal guardianship
(B) Promotion of early intervention
(C) Creation of barrier-free environments
(D) Teacher training initiatives

43. How does the National Trust Act aim to promote "independent living"?
(A) By mandating that all persons with covered disabilities must live in government institutions
(B) By supporting the establishment of group homes and providing care-giver training
(C) By removing persons with disabilities from their family homes
(D) By providing a monthly salary to all persons with Multiple Disabilities

44. The specific objectives and functions of the National Trust are laid out in which Section of the National Trust Act, 1999?
(A) Section 4
(B) Section 10
(C) Section 14
(D) Section 21

45. Consider the following representatives on the Board of the National Trust:
I. A Chairperson appointed by the Central Government.
II. Representatives from the Ministries of Social Justice, Health, and Finance.
III. Members representing associations of parents of persons with Autism, Cerebral Palsy, Mental Retardation, and Multiple Disabilities.
IV. Members representing voluntary organizations working in the field.
Which of the above are statutory components of the National Trust Board composition?
(A) I and II
(B) I, II, and III
(C) II, III, and IV
(D) I, II, III, and IV

46. What is the designated term of office for the Chairperson of the National Trust Board?
(A) 2 years
(B) 3 years
(C) 5 years
(D) Until the age of 60

47. Which of the following statements regarding the Board of the National Trust is INCORRECT?
(A) The Board is a corporate body with perpetual succession.
(B) The Board has the power to acquire, hold, and dispose of property.
(C) The Central Government has the power to reconstitute the Board under specific conditions.
(D) The Chief Minister of each state serves as an ex-officio member of the Board.

48. Where is the headquarters/central office of the National Trust located?
(A) Mumbai
(B) Chennai
(C) New Delhi
(D) Kolkata

49. Match the National Trust scheme with its primary focus:
Scheme: Gharaunda
Focus:
(A) Health insurance for PwDs
(B) Group home for adults with covered disabilities for lifelong shelter and care
(C) Early intervention and school readiness
(D) Caregiver training and deployment

50. Consider the following statements regarding the 'Niramaya' scheme of the National Trust:
I. It provides affordable health insurance to persons with Autism, CP, MR, and MD.

NODIA

II. The insurance cover is up to Rs. 10 Lakhs per annum.
III. There is no pre-medical test required, and pre-existing conditions are covered.
Which of the statements given above are correct?
(A) I and II
(B) I and III
(C) II and III
(D) I, II, and III

51. The 'Vikaas' scheme under the National Trust is designed primarily to provide:
(A) Day care for persons with covered disabilities aged 10 and above to enhance vocational skills
(B) Comprehensive financial grants covering full medical costs for surgical interventions in Cerebral Palsy
(C) Low-interest institutional financial loans and subsidies for launching independent business ventures
(D) Free distribution of modern laptops and specialized digital software tools for inclusive education

52. Which National Trust scheme focuses specifically on Early Intervention and School Readiness for children up to 10 years of age?
(A) Sahyogi
(B) Badhte Kadam
(C) Disha
(D) Samarth

53. Which Section of the National Trust Act, 1999 specifically deals with the appointment of legal guardians for persons with covered disabilities?
(A) Section 10
(B) Section 12
(C) Section 14
(D) Section 16

54. What is the correct sequence of steps involved in appointing a legal guardian under the National Trust Act?
I. The Local Level Committee (LLC) reviews the application and interviews the parties.
II. An application is submitted to the LLC by a parent, relative, or registered organization.
III. The LLC issues a Certificate of Guardianship outlining the guardian's responsibilities.
IV. The LLC receives the consent of the person proposed to be the guardian.
(A) II, I, IV, III
(B) I, II, III, IV
(C) II, IV, I, III
(D) IV, II, I, III

55. According to the National Trust Act and its rules, who among the following CANNOT be appointed as a legal guardian?
(A) A parent of the person with disability
(B) A minor or a person of unsound mind
(C) A sibling of the person with disability
(D) A registered organization under the National Trust Act

56. What is a primary statutory duty of a legal guardian appointed under the National Trust Act regarding the property of the person with disability?
(A) To immediately liquidate and sell all movable and immovable property and deposit proceeds to the State Treasury
(B) To formally execute a title deed transferring all property directly into the legal name of the District Magistrate
(C) To furnish an inventory of the property to the Local Level Committee within six months of appointment
(D) To leverage and utilize the ward's property to secure commercial loans for the guardian's personal business ventures

57. The Local Level Committee (LLC) constituted under the National Trust Act essentially comprises three members. Who among the following is NOT a mandated member of the LLC?
(A) District Magistrate or District Collector
(B) A representative from a registered organization
(C) A person with a disability covered under the Act (or a parent/guardian)
(D) The Chief Medical Officer of the District

58. An individual wants to apply for legal guardianship for their 22-year-old son with severe Intellectual Disability. To which authority must the parent submit the application under the National Trust Act?
(A) The Local Level Committee (LLC) headed by the District Collector
(B) The High Court sitting in its constitutional writ jurisdiction
(C) The Executive Committee of the Rehabilitation Council of India in New Delhi
(D) The Office of the Chief State Commissioner for Persons with Disabilities

Click Here to Buy book on Flipkart

59. Who acts as the ex-officio Chairperson of the Local Level Committee (LLC) under the National Trust Act?
(A) The District Education Officer
(B) The District Magistrate / District Collector
(C) The Sub-Divisional Magistrate
(D) A Senior Advocate appointed by the State Government

60. Besides appointing legal guardians, what is a crucial ongoing function of the Local Level Committee (LLC)?
(A) Conducting nationwide annual examinations and issuing degree certifications for B.Ed. special education programmes
(B) Monitoring the activities of appointed guardians to safeguard the best interests of the person with disability
(C) Directly disbursing monthly disability pension funds and cash benefits allocated by the Central Government
(D) Inspecting school infrastructure and issuing official barrier-free compliance certificates to all institutions

61. Under the National Trust Act, an organization seeking registration must primarily be:
(A) An association of parents or voluntary organization working for covered disabilities
(B) A profit-making corporate entity registered under the Companies Act for commercial enterprise
(C) A recognized national or state political party registered with the Election Commission of India
(D) A fully funded administrative government department functioning under a ministry

62. Which Section of the National Trust Act governs the registration of voluntary organizations and parent associations with the Trust?
(A) Section 8
(B) Section 12
(C) Section 15
(D) Section 18

63. What is a primary benefit for a Non-Governmental Organization (NGO) registering with the National Trust?
(A) The NGO receives absolute automatic exemption from paying corporate income tax under national tax laws
(B) The administrative staff and field workers of the NGO are officially granted permanent government job status
(C) The NGO gains statutory authority to independently evaluate and issue benchmark disability certificates
(D) The NGO becomes eligible to implement National Trust schemes (like Disha and Vikaas)

64. Which of the following is INCORRECT regarding the application for registration of an organization under the National Trust Act?
(A) The organization must be registered under the Societies Registration Act or an equivalent law.
(B) The Board of the National Trust has the authority to approve or reject the registration.
(C) Registration is granted permanently and can never be cancelled by the Board.
(D) Registered organizations can nominate members to the Local Level Committees.

65. Consider the following statements regarding the transition from the Persons with Disabilities (PwD) Act, 1995 to the Rights of Persons with Disabilities (RPwD) Act, 2016:
I. The RPwD Act shifted the paradigm from a charity/medical model to a rights-based model.
II. The number of recognized disabilities was expanded from 7 to 21.
III. The RPwD Act reduced the emphasis on inclusive education compared to the 1995 Act.
Which of the statements given above are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

66. The enactment of the Rights of Persons with Disabilities (RPwD) Act, 2016 was primarily to fulfill India's obligation to which international convention?
(A) The Salamanca Statement and Framework for Action on Special Needs Education
(B) The Biwako Millennium Framework towards an Inclusive, Barrier-Free and Rights-Based Society
(C) The United Nations Sustainable Development Goals (SDGs) Agenda 2030 Framework
(D) United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)

NODIA

67. The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 was replaced by the RPwD Act, 2016 mainly because:
(A) The 1995 Act was not fully aligned with UNCRPD principles ratified by India in 2007
(B) The statutory provisions and operative validity of the 1995 Act automatically expired after twenty years
(C) The definition of disability in the 1995 Act was considered excessively broad and legally unenforceable
(D) The Supreme Court of India mandated a completely new structural legal framework for RCI operations

68. Under the rationale of the RPwD Act, 2016, the "Social Model of Disability" implies that:
(A) Disability is viewed purely as an isolated medical defect or physiological deficit requiring clinical curing
(B) Persons with disabilities ought to be systematically segregated into specialized institutional social groups
(C) Disability results from interactions between impaired persons and societal barriers
(D) Society holds no moral or legislative responsibility toward accommodating individuals with disabilities

69. How many Chapters does the Rights of Persons with Disabilities (RPwD) Act, 2016 contain?
(A) 12 Chapters
(B) 14 Chapters
(C) 17 Chapters
(D) 21 Chapters

70. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): The RPwD Act, 2016 provides a dynamic schedule of disabilities that can be expanded in the future.
Reason (R): The Central Government has the power to add any other category of specified disability to the Schedule of the Act through a notification.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

NODIA

71. The Schedule appended to the RPwD Act, 2016 lists how many specific conditions of disability?
(A) 7
(B) 14
(C) 21
(D) 27

72. Match the Chapter of the RPwD Act, 2016 with its corresponding title:
Chapter: Chapter III
Title:
(A) Rights and Entitlements
(B) Skill Development and Employment
(C) Education
(D) Social Security, Health, Rehabilitation and Recreation

73. Which feature of the RPwD Act, 2016 reflects the concept that disability is not a static condition?
(A) The Act mandates mandatory annual medical evaluation and corrective surgical procedures for all PwDs
(B) The Act classifies and defines disability purely according to clinical medical severity percentages
(C) The Act establishes a legal age threshold beyond which a person can no longer be classified as disabled
(D) The definition links impairment with evolving barriers rather than a fixed medical status

74. In the RPwD Act, 2016, the definition of a "person with disability" is located in which Section?
(A) Section 2(s)
(B) Section 3
(C) Section 16
(D) Section 21

75. Consider the following components of the definition of "person with disability" under Section 2(s) of the RPwD Act, 2016:
I. Long term physical, mental, intellectual or sensory impairment.
II. Interaction with barriers.
III. Hindrance to full and effective participation in society.
IV. Participation must be on an equal basis with others.
Which of these components are explicitly part of the statutory definition?
(A) I and III
(B) I, II, and IV

(C) II, III, and IV
(D) I, II, III, and IV

76. Which of the following is NOT explicitly covered as a distinct disability category in the Schedule of the RPwD Act, 2016?
(A) Acid Attack Victims category
(B) Transgender Dysphoria
(C) Parkinson's Disease condition
(D) Sickle Cell Disease category

77. According to the RPwD Act, 2016, a "person with benchmark disability" is a person with not less than what percentage of a specified disability?
(A) 30%
(B) 40%
(C) 50%
(D) 60%

78. A student in a state government school has been medically certified with a 35% Locomotor Disability. She applies for a higher education scholarship reserved for PwDs. What is the legal status of her application under the RPwD Act?
(A) She is fully eligible for all higher education reservation benefits because she possesses a certified disability
(B) She is entitled to receive fifty percent of the total scholarship amount calculated on a pro-rata basis
(C) She is not eligible for reservation/ entitlements tied to benchmark disability as her percentage is below 40%
(D) She must submit her application under the National Trust Act schemes designed for general disability care

79. What is the primary legal significance of attaining "benchmark disability" status under the RPwD Act, 2016?
(A) It provides absolute legal immunity from prosecution under civil and administrative regulations across India
(B) It automatically qualifies the person to serve as an official member of the Rehabilitation Council of India
(C) It guarantees an automatic monthly pension of Rs. 10,000 disbursed directly by the Central Government
(D) It is the required threshold to access affirmative action, such as reservations in education and employment

80. Consider the following entitlements provided under the RPwD Act, 2016:
I. Reservation in higher educational institutions.
II. Reservation in government employment.
III. Allocation of land on concessional rates.
Which of the above are explicitly restricted to "persons with benchmark disabilities"?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

81. Under the RPwD Act, 2016, which authority is responsible for assessing and certifying a person as having "high support needs"?
(A) The School Principal and Academic Management Committee
(B) The Assessment Board constituted by the State Government
(C) The Local Level Committee constituted under the National Trust Act
(D) The RCI registered senior special educator attached to the district school

82. What does "high support" mean in the context of the RPwD Act, 2016?
(A) Intensive financial grants and micro-credit support required for launching an independent business enterprise
(B) Emergency relief and physical support provided exclusively during natural disasters and civil emergencies
(C) Mandatory prescription and continuous requirement of high-cost imported assistive technology devices
(D) Intensive physical or psychological support needed for daily activities and independent living

83. Persons certified with high support needs are entitled to additional benefits. Which Section of the RPwD Act, 2016 deals with the provision of high support?
(A) Section 16
(B) Section 24
(C) Section 38
(D) Section 55

84. Which statement regarding "benchmark disability" and "high support needs" under the RPwD Act, 2016 is INCORRECT?
(A) A person must possess an official benchmark disability certificate prior to applying for

Downloaded from www.pdf.tube

high support needs assessment.
(B) High support services provided under the law can encompass psychological, physical, or environmental assistance.
(C) Every person with a benchmark disability automatically qualifies as a person with high support needs.
(D) State governments are statutorily mandated to formulate and implement official schemes for providing high support.

85. Chapter II of the RPwD Act, 2016 lays down several guiding principles. Which of the following is the foremost principle mentioned?
(A) Respect for inherent dignity, individual autonomy, and freedom to make one's own choices
(B) Mandatory institutionalization and compulsory hospitalization for all individuals with psychosocial disabilities
(C) Establishing completely separate, self-contained residential communities exclusively for persons with disabilities
(D) Complete legislative prohibition and immediate administrative elimination of all special education schools

86. The principle of non-discrimination in Chapter II of the RPwD Act, 2016 mandates that no person with a disability shall be discriminated against on the ground of disability, UNLESS:
(A) The individual facing discrimination is legally a minor under the custody of parents or legal guardians
(B) The individual does not hold a formal medical benchmark disability certificate issued by a medical board
(C) The educational institution or workplace involved is entirely privately funded without government grants
(D) The impugned act or omission is shown to be a proportionate means of achieving a legitimate aim

87. The principles guiding the RPwD Act, 2016 are directly adapted from which Article of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)?
(A) Article 3 (General Principles)
(B) Article 12 (Equal Recognition)
(C) Article 24 (Education)
(D) Article 33 (National Implementation)

NODIA

88. Which of the following is NOT listed as a general principle under Section 3 of the RPwD Act, 2016?
(A) Non-discrimination
(B) Full and effective participation and inclusion in society
(C) Mandatory institutionalization of persons with psychosocial disabilities
(D) Respect for difference and acceptance of persons with disabilities as part of human diversity

89. Section 5 of the RPwD Act, 2016 ensures the right to:
(A) Fully subsidized and free higher education in all private and government universities across the country
(B) Absolute legal exemption from paying all central, state, and local direct and indirect government taxes
(C) Free international air travel and diplomatic passport privileges provided by the Ministry of External Affairs
(D) Community life, allowing persons with disabilities the right to live in the community

90. Which Section of the RPwD Act, 2016 specifically protects persons with disabilities from torture, cruel, inhuman or degrading treatment?
(A) Section 6
(B) Section 7
(C) Section 16
(D) Section 21

91. The "Right to home and family" under Section 9 of the RPwD Act ensures that:
(A) Every registered person with a benchmark disability will be allocated a free government residential house
(B) No child with disability shall be separated from parents except by order of a competent court
(C) Parents are legally mandated to enroll their disabled child into a state-run residential special school
(D) Children diagnosed with benchmark disabilities are legally prohibited from being placed for adoption

92. A landlord refuses to rent an apartment to a wheelchair user, stating that "disabled people are a liability." Which right under Chapter II of the RPwD Act is primarily violated?
(A) Right to free and compulsory inclusive

education
(B) Right to equality and non-discrimination
(C) Right to free specialized healthcare services
(D) Right to full political participation and voting

93. What is the minimum percentage of reservation mandated for persons with benchmark disabilities in all Government institutions of higher education and other higher education institutions receiving aid from the Government?
(A) 3%
(B) 4%
(C) 5%
(D) 10%

94. What is the minimum percentage of reservation in total number of vacancies in the cadre strength in each group of posts in Government employment for persons with benchmark disabilities?
(A) 3%
(B) 4%
(C) 5%
(D) 6%

95. Consider the following categories among which the 4% employment reservation is distributed under the RPwD Act:
I. Blindness and low vision (1%).
II. Deaf and hard of hearing (1%).
III. Locomotor disability including cerebral palsy, leprosy cured, dwarfism, acid attack victims and muscular dystrophy (1%).
Which of the following categories share the remaining 1% reservation?
(A) Multiple Disabilities covered under section 34 including deaf-blindness across all government employment cadres
(B) Specific Learning Disability and Autism Spectrum Disorder exclusively in group A and group B posts
(C) Mental illness and speech/language disability across all notified central government vacancies and cadres
(D) Autism, intellectual disability, specific learning disability, mental illness, and multiple disabilities

96. Which of the following statements regarding reservation in promotion under the RPwD Act, 2016 is CORRECT?
(A) The Act explicitly prohibits any provision for statutory reservation in promotion for persons with disabilities
(B) The Act restricts disability reservation benefits exclusively to direct recruitment at entry-level positions
(C) The Act mandates reservation in promotion per government instructions
(D) Promotion in government cadres is based strictly on seniority, completely excluding disability status considerations

97. Under the RPwD Act, 2016, the term "Appropriate Government" refers to:
(A) Exclusively the Central Government operating through its ministries in New Delhi
(B) Central or State Government depending on institution jurisdiction
(C) Local Municipal Corporations and Panchayati Raj institutions in urban and rural areas
(D) Statutory national bodies like the Rehabilitation Council of India acting independently

98. Which Section of the RPwD Act mandates the appropriate Government, in consultation with the Chief Commissioner or State Commissioner, to conduct awareness campaigns?
(A) Section 16
(B) Section 31
(C) Section 39
(D) Section 45

99. Local authorities, alongside the appropriate government, have a duty under Section 43 of the RPwD Act to promote:
(A) Universal Design in consumer products and accessories
(B) Completely segregated special education institutional systems
(C) Heavy financial penalties and career bans on special educators
(D) Blanket legal exemption of all PwDs from any criminal liability

100. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): The RPwD Act places the obligation of implementing inclusive education, accessibility, and rehabilitation schemes solely on the Central Government.
Reason (R): State Governments and local authorities lack the financial resources to implement disability rights.

Click Here to Buy book on Amazon

(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

101. Which Chapter of the RPwD Act, 2016 provides for the constitution of Special Courts for the speedy trial of offences against persons with disabilities?
(A) Chapter X
(B) Chapter XII
(C) Chapter XIII
(D) Chapter XV

102. For the purpose of providing speedy trial, the State Government shall, with the concurrence of the _____, specify for each district a Court of Session to be a Special Court under the RPwD Act, 2016.
(A) Chief Minister of the concerned State
(B) Governor of the concerned State
(C) Chief Justice of the Supreme Court of India
(D) Chief Justice of the High Court

103. To represent cases in the Special Court under the RPwD Act, the State Government appoints a Special Public Prosecutor. What is the minimum experience required for an advocate to be appointed to this role?
(A) 3 years
(B) 5 years
(C) 7 years
(D) 10 years

104. What is the correct sequence of grievance redressal for a violation of disability rights under the institutional framework of the RPwD Act?
I. The Commissioner investigates and issues a recommendation.
II. A person files a complaint with the State Commissioner for Persons with Disabilities.
III. The violating authority must comply or inform the Commissioner of the reasons for non-compliance.
IV. An infringement of a right occurs (e.g., denial of accessibility).
(A) IV, II, I, III
(B) II, IV, I, III
(C) IV, I, II, III
(D) I, II, III, IV

105. Consider the following functions of the Chief Commissioner for Persons with Disabilities:
I. Identify, suo motu or otherwise, provisions of any law or policy inconsistent with the Act.
II. Inquire, suo motu or otherwise, into deprivation of rights and safeguards.
III. Monitor the utilization of funds disbursed by the Central Government.
IV. Issue death sentences for severe atrocities against PwDs.
Which of the functions given above are correct?
(A) I, II, and III
(B) II, III, and IV
(C) I, III, and IV
(D) I, II, III, and IV

106. While inquiring into a complaint, the Chief Commissioner has the same powers as a civil court under which Code?
(A) Code of Civil Procedure, 1908
(B) Code of Criminal Procedure, 1973
(C) Indian Penal Code, 1860
(D) Evidence Act, 1872

NODIA

107. The State Commissioner for Persons with Disabilities has the jurisdiction to handle complaints regarding matters that fall under the purview of:
(A) Implementation of international human rights treaties and global conventions
(B) The State Government and local authorities within that State
(C) Central Government ministries and defense departments located within the state
(D) Inter-state river water and border jurisdictional disputes between states

108. A student with visual impairment in a state government college is denied the use of a scribe during final exams. The college refuses to listen. Where should the student formally file a complaint for immediate redressal under the RPwD Act?
(A) The Rehabilitation Council of India (RCI) central executive office
(B) The State Commissioner for Persons with Disabilities
(C) The National Trust Local Level Committee in the district headquarters
(D) The District Consumer Disputes Redressal Commission in the capital

109. What is the penalty under Section 89 of the RPwD Act for a person who contravenes any of the provisions of the Act (first offence)?
(A) Fine which may extend to Rs. 10,000
(B) Fine which may extend to Rs. 50,000
(C) Mandatory imprisonment for six months with fine
(D) Rigorous imprisonment extending up to one year

110. Consider the following punishments outlined for atrocities under Section 92 of the RPwD Act (e.g., intentionally insulting or intimidating a PwD in public view):
I. Minimum imprisonment of 6 months.
II. Maximum imprisonment of 5 years.
III. Mandatory capital punishment for severe insult.
Which of the statements given above are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

111. Which of the following acts does NOT constitute a specific atrocity punishable under Section 92 of the RPwD Act, 2016?
(A) Forcibly administering any medical procedure resulting in the termination of pregnancy without the express consent of a woman with disability
(B) Voluntarily injuring, damaging, or interfering with a wheelchair or assistive device
(C) Assaulting or using force to a person with disability with the intent to dishonour them
(D) Failing to provide 10% reservation in a private company

112. Under Section 91, whoever fraudulently avails or attempts to avail any benefit meant for persons with benchmark disabilities shall be punishable with:
(A) Simple imprisonment extending up to 1 year or a fine extending up to Rs. 50,000, or both
(B) Imprisonment up to 2 years or a fine up to Rs. 1,00,000, or both
(C) A mandatory fixed administrative fine of Rs. 5,000 only without imprisonment
(D) Rigorous life imprisonment without the possibility of executive parole

113. Section 16 of the RPwD Act, 2016 primarily defines the duty of:
(A) Medical practitioners in certifying and diagnosing complex benchmark disabilities
(B) Educational institutions in providing inclusive education
(C) Local municipalities in planning and constructing barrier-free urban roads
(D) Private sector corporate employers in providing job reservations

114. The obligations under Section 16 of the RPwD Act apply to which of the following educational institutions?
(A) Exclusively special schools established and managed by registered non-governmental organizations
(B) Exclusively central government universities and autonomous national institutes of higher education
(C) Exclusively private, unaided vocational training institutes and commercial coaching centres
(D) All schools funded or recognized by the appropriate Government or local authorities

115. Which of the following is INCORRECT regarding the scope of Section 16 of the RPwD Act, 2016?
(A) It allows schools to deny admission if they do not have a special educator.
(B) It mandates admission without discrimination.
(C) It requires the provision of reasonable accommodation.
(D) It requires institutions to provide education to children with disabilities along with others.

116. The fundamental philosophy embedded in Section 16 of the RPwD Act, 2016 is the promotion of:
(A) Segregated education
(B) Home-based education only
(C) Inclusive education
(D) Institutionalized care

117. Clause (a) of Section 16 of the RPwD Act explicitly states that recognized educational institutions shall admit children with disabilities without discrimination and provide them:
(A) Education and opportunities for sports and recreation activities equally with others
(B) Free electronic laptops along with specialized digital software tools for home study
(C) Completely separate, specialized classrooms equipped with segregated learning materials
(D) Total statutory exemption from appearing in any standardized board examinations

Downloaded from www.pdf.tube

118. A recognized private school refuses admission to a child with a locomotor disability, stating they do not have ramps and it would be too expensive to build them for one child. This refusal is a direct violation of which concept mandated in Section 16 of the RPwD Act?
(A) Statutory provision of high support needs funding and specialized personal assistants
(B) Official verification of medical benchmark disability percentage by a medical board
(C) Comprehensive curriculum modification and alteration of core educational standards
(D) Provision of reasonable accommodation according to the individual's requirements

119. Under Section 16 of the RPwD Act, educational institutions must make their building, campus, and various facilities accessible. This aligns with the broader RPwD concept of:
(A) Comprehensive medical rehabilitation
(B) Barrier-free environment
(C) Specialized vocational training
(D) Residential special schools

120. Clause (iv) of Section 16 of the RPwD Act requires educational institutions to provide necessary support individualized or otherwise in environments that maximize academic and social development, consistent with the goal of:
(A) Charity
(B) Medical recovery
(C) Full inclusion
(D) Economic independence of parents

121. Section 16(vi) of the RPwD Act highlights the need to detect specific learning disabilities. When does the Act suggest this detection should ideally occur?
(A) At the college level
(B) Only when the child fails a board exam
(C) During vocational training
(D) At the earliest in children

122. In the context of Section 16 of the RPwD Act, "Reasonable Accommodation" means:
(A) Adjustments ensuring PwDs enjoy equal rights without undue burden
(B) Providing free residential hostel rooms and board facilities to all enrolled PwDs
(C) Statutorily lowering academic passing marks thresholds to 10% for all PwD students
(D) Hiring an exclusive personal special educator for every single child with disability

123. To ensure that students who are deaf or hard of hearing can fully participate, Section 16 of the RPwD Act implies that educational institutions must:
(A) Compel and force them strictly to learn oral spoken language and lip-reading techniques only
(B) Provide education in the most appropriate languages and modes and means of communication
(C) Send them exclusively to specialized national institutes for isolated residential schooling
(D) Completely exempt them from studying or appearing in any formal language subject examinations

124. Match the mandate with the appropriate Section of the RPwD Act:
Mandate: "Admit without discrimination and provide education and opportunities for sports and recreation activities equally with others"
Section:
(A) Section 16
(B) Section 17
(C) Section 24
(D) Section 31

NODIA

125. Consider the following actions under Section 17 of the RPwD Act:
I. Conduct survey of school going children in every five years for identifying children with disabilities.
II. Establish adequate number of teacher training institutions.
III. Train and employ teachers, including teachers with disability who are qualified in sign language and Braille.
Who is statutorily responsible for taking these specific measures?
(A) The Appropriate Government and local authorities
(B) The School Principal together with the local School Management Committee
(C) The Governing Council of the Rehabilitation Council of India in New Delhi
(D) The Statutory Board of the National Council for Teacher Education

126. While Section 16 of the RPwD Act places duties on the "educational institution", Section 17 places the duty to facilitate inclusive education on:
(A) The parents of the child
(B) The Non-Governmental Organizations

(C) The appropriate Government and local authorities
(D) The Central Board of Secondary Education (CBSE) only

127. Which of the following is a specific measure outlined in Section 17(c) of the RPwD Act to support inclusive education?
(A) Completely banning the use of tactile Braille script to forcibly promote oral mainstreaming
(B) Establishing dedicated, separate statutory examination boards specifically for all special education schools
(C) Permanently stopping all state financial grants and subsidies to private inclusive schools
(D) Training professionals and staff to support inclusive education at all levels of school education

128. A State Department of Education has not conducted a survey to identify out-of-school children with disabilities for the last 8 years. This failure is a direct violation of which provision of the RPwD Act?
(A) Section 16(a)
(B) Section 17(a)
(C) Section 21
(D) Section 45

129. Under Section 17(f) of the RPwD Act, what must the appropriate Government provide to students with benchmark disabilities free of cost up to the age of eighteen years?
(A) Advanced computing laptops and high-speed personal internet connections
(B) Books, other learning materials, and appropriate assistive devices
(C) Direct cash transfers of monthly stipends amounting to Rs. 5000 per child
(D) Free specialized corrective medical surgeries and clinical hospitalizations

130. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): Under Section 17 of the RPwD Act, the government must ensure suitable modifications in the examination system for children with disabilities.
Reason (R): This includes granting extra time or the facility of a scribe or amanuensis to ensure a level playing field during assessments.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

131. Which of the following scholarships is specifically mandated to be provided under Section 17 of the RPwD Act?
(A) Scholarships in appropriate cases to students with benchmark disability
(B) Full financial scholarships provided exclusively for pursuing higher education abroad
(C) Targeted scholarships provided exclusively for students diagnosed with Visual Impairment
(D) Merit-based scholarships awarded strictly for outstanding athletic and sports achievements

132. Which of the following is NOT a measure explicitly mentioned under Section 17 of the RPwD Act to facilitate inclusive education?
(A) Provision of free textbooks, learning materials, and appropriate assistive devices to all eligible students
(B) Active promotion and integration of appropriate augmentative and alternative modes of communication in classrooms
(C) Mandating that all children with intellectual disabilities must be taught in separate classrooms
(D) Formulating and enforcing suitable structural modifications in the school curriculum and assessment systems

133. Section 17(j) of the RPwD Act mentions promoting research to improve learning. It also specifies providing transport facilities specifically for:
(A) Children with high support needs and those with benchmark disabilities
(B) All regular classroom teachers and special educators serving in inclusive schools
(C) Enrolled students studying exclusively in designated remote rural and tribal areas
(D) Senior government education department officials inspecting and monitoring schools

134. According to Section 17 of the RPwD Act, the establishment of resource centres is intended to:
(A) Completely replace and shut down all existing special education schools nationwide
(B) Conduct clinical evaluations and provide

Click Here to Buy book on Flipkart

legal medical diagnoses of disabilities
(C) Assess and collect administrative regulatory taxes from private un-aided schools
(D) Support educational institutions at all levels to facilitate inclusive education

135. Consider the following elements:
I. Conducting surveys every 5 years.
II. Providing books and learning materials free of cost.
III. Providing reasonable accommodation according to the individual's requirements.
Which of the above are explicitly framed as duties of the Appropriate Government under Section 17, as opposed to duties of the educational institution under Section 16 of the RPwD Act?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

136. The requirement in Section 17 of the RPwD Act to train and employ teachers qualified in sign language and Braille directly addresses the needs of which categories of disabilities?
(A) Locomotor Disability and Acid Attack Victims
(B) Autism and Cerebral Palsy
(C) Hearing Impairment and Visual Impairment
(D) Specific Learning Disability and Intellectual Disability

137. Which statement best summarizes the comparative relationship between Section 16 and Section 17 of the RPwD Act?
(A) Section 16 deals exclusively with adult continuing education; Section 17 deals with primary school education
(B) Section 16 applies strictly to private unaided institutions; Section 17 applies to government schools
(C) Section 16 provides optional policy guidelines; Section 17 creates binding, mandatory statutory obligations
(D) Section 16 governs individual school duties; Section 17 governs systemic government measures

138. Consider the following statements regarding Sections 16 and 17 of the RPwD Act:
I. Section 16 operates at the institutional level.
II. Section 17 operates at the state/systemic level.
III. An institution's failure to provide a scribe violates Section 16, while the government's failure to frame rules for scribes violates Section 17.
IV. Both sections use the term "inclusive education".
Which of the statements given above are correct?
(A) I and II
(B) I, II, and III
(C) II, III, and IV
(D) I, II, III, and IV

139. Which of the following scenarios represents a failure of Section 17 rather than Section 16 under the RPwD Act?
(A) A school principal refuses to grant access to a wheelchair-using student into the newly built science laboratory
(B) The State Government fails to establish adequate teacher training institutions for special educators
(C) A private school administration summarily denies admission to an eligible young child diagnosed with Down Syndrome
(D) A regular class teacher deliberately seats a child with severe low vision at the very back row of the classroom

140. A visually impaired student enrolls in a regular government school. The school grants admission but does not have Braille books, and the class teacher does not know how to teach a visually impaired child. The State Government has not supplied Braille books or deployed an itinerant special educator to that block.
Based on the RPwD Act, 2016, which analysis is correct?
(A) The school has fully complied with all obligations under Section 16, and neither the school nor government is at fault
(B) The school met admission rules under Section 16, but the State failed its Section 17 supply obligations
(C) The school violated Section 16 by accepting the student without first verifying availability of specialized teachers
(D) The student's parents are legally at fault for failing to purchase and supply private Braille books under Section 17

****

Downloaded from www.pdf.tube

ANSWERS

1. (B) 1992
The Rehabilitation Council of India Act was passed by the Parliament of India in 1992 to constitute the Council as a statutory body. This legislative enactment established a formal framework responsible for regulating and standardizing training policies and programs for rehabilitation professionals across the country, ensuring uniform educational standards nationwide.

2. (D) Unregulated and unstandardized training of rehabilitation professionals
Before the enactment of the Rehabilitation Council of India Act in 1992, the sector suffered from a lack of standardized training protocols for personnel. Institutions operated independently without central oversight, leading to inconsistent quality of services, diverse training durations, and unregulated entry of professionals catering to the needs of individuals with disabilities across India.

3. (A) The requirement to provide legal guardianship to adults with Intellectual Disability
The primary drivers for passing the Rehabilitation Council of India Act involved establishing minimum educational standards, regulating training institutions, and creating the Central Rehabilitation Register. Legal guardianship for adults with developmental disabilities was addressed later under the National Trust Act of 1999 rather than being a driving factor for the 1992 legislation.

4. (C) Professionals possessed widely varying competencies, compromising the quality of services for children with disabilities
Without a unified and standardized curriculum prior to the statutory regulation, institutions followed disparate educational frameworks. Consequently, rehabilitation practitioners acquired drastically different skill levels and theoretical knowledge. This variance compromised the reliability, quality, and effectiveness of specialized instructional and therapeutic interventions delivered to children with disabilities across educational and clinical settings.

5. (A) I and II
The Rehabilitation Council of India Act aims to regulate training policies and standardize education for various categories of rehabilitation professionals dealing with individuals with disabilities. Providing direct financial assistance to persons with benchmark disabilities is an executive welfare function handled by state social welfare departments, not a statutory objective of this Council.

6. (D) To maintain a national register of qualified and recognized rehabilitation professionals
The Central Rehabilitation Register functions as a central database maintained by the statutory authority to record details of recognized rehabilitation professionals. Registration ensures that only personnel possessing approved qualifications from recognized institutions are legally authorized to deliver professional special education and rehabilitation services to individuals with disabilities.

7. (B) Ensuring that all professionals use a uniform syllabus and possess recognized competencies
Standardizing professional qualifications ensures that all recognized training institutions follow uniform curricula, prescribed instructional guidelines, and standardized assessment criteria. As a result, candidate special educators and practitioners develop equal baseline competencies, ensuring consistent delivery of high-quality educational and therapeutic services across all regional and national institutions.

8. (C) Seek approval and recognition of the course from the Rehabilitation Council of India
Under the Rehabilitation Council of India Act, any institution intending to offer a training course or programme in special education or disability rehabilitation must obtain formal approval and recognition from the Council prior to commencement. Admitting students into unrecognized programmes invalidates their qualifications for professional registration in the central registry.

NODIA

9. (B) 4
The Rehabilitation Council of India Act, 1992 originally consists of four distinct chapters. These chapters cover preliminary definitions, the constitution and functions of the Council, the recognition of professional qualifications along with the Central Rehabilitation Register, and miscellaneous provisions governing financial management, rule-making powers, and administrative procedures.

10. (A) Both A and R are true and R is the correct explanation of A
The initial enactment focused primarily on setting standard qualifications for training personnel rather than establishing an exhaustive classification system for disability welfare schemes. Consequently, definitions of disabilities within the original framework were functional and broad, designed to delineate the target service populations for trained professionals rather than determine statutory welfare eligibility.

11. (B) Chapter II
Chapter II of the Rehabilitation Council of India Act, 1992 outlines the constitution, administrative setup, and statutory functions of the Council. This includes powers regarding the recognition of qualifications granted by universities and institutions within or outside India, inspection of examinations, and maintenance of educational standards for rehabilitation personnel.

12. (B) Holds a recognized qualification and is registered in the Central Rehabilitation Register
Under the governing statutory framework, a rehabilitation professional is defined as an individual who has obtained a recognized degree, diploma, or certificate from an approved training institution and whose name is formally enrolled in the Central Rehabilitation Register. This statutory enrollment legally authorizes them to practice in their specialized field.

13. (A) The Central Government
Statutory authority to appoint the Chairperson of the Rehabilitation Council of India resides with the Central Government. The Central Government selects and notifies an eminent person with experience in disability rehabilitation or social service to head the general council, guiding policy execution and ensuring compliance with national educational standards.

14. (C) The Prime Minister of India
The General Council comprises representatives from relevant government ministries, technical bodies, educational experts, and registered professionals working in the disability sector. The Prime Minister of India is head of the executive government and does not serve as a member of this specialized administrative and regulatory professional body.

15. (A) I, II, and III
The Council holds statutory powers to grant recognition to qualifications awarded by Indian and foreign institutions and to withdraw such recognition if prescribed training standards are breached. However, the direct recruitment and appointment of individual special educators in state government schools remain under the jurisdiction of respective state educational departments.

16. (A) 2 years
Members of the Rehabilitation Council of India, other than ex-officio members representing government departments or statutory agencies, hold office for a term of two years from the date of nomination. They are eligible for renomination upon the completion of their tenure in accordance with statutory guidelines.

17. (C) Section 23
Section 23 of the Rehabilitation Council of India Act, 1992 mandates the maintenance of the Central Rehabilitation Register. This register contains the names, qualifications, and credentials of all qualified practitioners, serving as the official national repository of certified special educators, therapists, and specialized rehabilitation service providers across India.

18. (D) Clinical psychologists, audiologists, and speech therapists
Professionals eligible for registration include specialized disciplines directly involved in disability rehabilitation and special education, such as clinical psychologists, audiologists, speech-language pathologists, and special educators. General education teachers, administrators, and general health nurses without specialized rehabilitation qualifications from recognized courses do not qualify for enrolment in this registry.

Click Here to Buy book on Amazon

19. (B) I, II, III, IV
A candidate must first successfully complete an approved training course from a recognized institution. Following graduation, the candidate submits an official application for registration. Upon verification, the authority issues a Central Rehabilitation Register number. To maintain active registration, professionals must periodically participate in Continuing Rehabilitation Education programs to earn required points.

20. (A) I and II
Enrolment in the Central Rehabilitation Register is mandatory for anyone seeking employment as a special educator in government schools, requiring a recognized qualification from an approved institution. Registration is not valid for life without conditions, as professionals must periodically renew their credentials through recognized Continuing Rehabilitation Education programs.

21. (B) Section 13(3)
Section 13(3) of the Rehabilitation Council of India Act specifically stipulates statutory penalties for individuals who deliver rehabilitation services or practice special education without possessing a recognized qualification and valid registration in the Central Rehabilitation Register, establishing legal consequences to prevent unauthorized and uncertified practice.

22. (B) Imprisonment which may extend to one year, or a fine up to one thousand rupees, or both
The statutory framework prescribes that any unregistered individual practicing as a rehabilitation professional or special educator faces legal penalties under Section 13. The maximum punishment includes imprisonment for a term extending up to one year, a fine up to one thousand rupees, or both, ensuring strict enforcement of qualification standards.

23. (B) Registered medical practitioners covered under the Indian Medical Council Act
Section 13 exempts medical practitioners registered under the Indian Medical Council Act from penalties associated with providing medical treatment or rehabilitation services. This exemption ensures that qualified medical doctors can provide necessary healthcare, medical intervention, and clinical treatment to individuals with disabilities without violating professional registration requirements mandated for specialized educators.

24. (C) They are liable for prosecution and penalty under Section 13 of the RCI Act
Offering specialized clinical interventions or special education services without holding recognized qualifications approved by the Council violates the governing statute. An unqualified individual establishing a private practice in speech-language pathology or special education is subject to prosecution and financial or custodial penalties under Section 13 for unauthorized practice.

25. (D) RCI can declare the qualification unrecognized, preventing graduates from registering in the CRR
If a university or institution awards a diploma or degree in disability rehabilitation without prior syllabus approval and official recognition from the Council, the qualification is formally declared unrecognized. Consequently, graduating students are ineligible to register in the Central Rehabilitation Register or practice legally as certified special educators.

NODIA

26. (A) Promoting research in rehabilitation and special education
Promoting and encouraging research in special education and disability rehabilitation represents an advisory and developmental function aimed at expanding evidence-based practices and innovations. Conversely, inspecting examinations, enforcing minimum educational criteria, and withdrawing institutional recognition are strictly regulatory powers designed to maintain legal oversight and professional quality standards nationwide.

27. (C) Section 17
Section 17 of the Rehabilitation Council of India Act empowers the Council to withdraw recognition granted to an educational institution or university. If an institution fails to maintain prescribed educational standards, adequate staff, or required facilities during inspections, formal withdrawal proceedings can be initiated under this specific statutory provision.

28. (B) Minimum standards of education required for granting recognized rehabilitation qualifications
To ensure consistent quality across professional training programs, the Council is authorized to

prescribe minimum educational standards for all recognized rehabilitation courses. This includes setting baseline curricula, faculty eligibility criteria, practical training requirements, and assessment guidelines that all training institutions across the country must rigorously maintain.

29. (C) 2000
The Rehabilitation Council of India Act, originally passed in 1992, underwent significant statutory amendments in the year 2000. These amendments expanded the Council's mandate, broadened professional categories, enhanced regulatory powers, and mandated the promotion of research and continuing education to meet evolving demands in the rehabilitation sector.

30. (C) Registration of vocational training centres and monitoring of professional personnel
The Amendment Act of 2000 expanded the operational scope of the Council by introducing provisions for registering vocational training centers and monitoring personnel involved in rehabilitation. It enhanced continuous professional development through mandatory participation in educational programs and broadened the statutory definitions governing specialized professionals across diverse field settings.

31. (D) It dissolved the Central Rehabilitation Register and transferred its operational powers to State Governments.
The 2000 Amendment Act strengthened the central authority of the Council, expanded professional categories, and promoted research initiatives. It did not dissolve the Central Rehabilitation Register nor transfer its management to state governments; maintaining the centralized national registry remains a core statutory function carried out exclusively at the national level.

32. (C) The enactment of the Persons with Disabilities (PWD) Act, 1995, requiring alignment and expansion of human resource training
The passage of the Persons with Disabilities Act in 1995 created an increased demand for trained rehabilitation professionals and special educators across various sectors. The 2000 statutory amendment to the Council's governing legislation was necessary to align regulatory frameworks, expand professional definitions, and accommodate broader manpower training requirements nationwide.

33. (C) 1999
The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act was enacted by the Parliament of India in 1999. It established a statutory body dedicated to enabling individuals with specific developmental disabilities to live independently within their communities with proper legal support.

34. (D) To provide legal guardianship and independent living support for persons with specific developmental disabilities
The National Trust Act of 1999 was specifically enacted to provide legal guardianship and facilitate independent living arrangements for individuals with specific developmental disabilities. It addresses long-term care needs, protection of property, and support systems for individuals whose family caregivers may no longer be available to provide continuous care.

35. (D) I, II, and III
While the 1995 legislation provided general rights and equal opportunities, it lacked specific procedures for legal guardianship and supported living for individuals with severe developmental conditions. Families required specialized support mechanisms, community-based care facilities, and clear legal structures to safeguard the future welfare and properties of their children.

36. (C) Locomotor Disability
The title of the National Trust Act explicitly covers four specified categories: Autism, Cerebral Palsy, Mental Retardation (Intellectual Disability), and Multiple Disabilities. Locomotor Disability is a separate sensory-motor condition that was governed under the Persons with Disabilities Act of 1995 and subsequently under the Rights of Persons with Disabilities Act.

37. (A) Autism, Cerebral Palsy, Mental Retardation, Multiple Disabilities
The statutory mandate of the National Trust Act specifically covers Autism, Cerebral Palsy, Mental Retardation (now referred to as Intellectual Disability), and Multiple Disabilities. These four groups share distinct requirements for long-term caregiving, legal guardianship mechanisms, and

Downloaded from www.pdf.tube

specialized community-based support services provided under the provisions of the Act.

38. (D) No, because Hearing Impairment is not one of the four disabilities covered under the National Trust Act
The welfare schemes, guardianship provisions, and financial support mechanisms created under the National Trust Act are strictly confined to four statutory conditions: Autism, Cerebral Palsy, Intellectual Disability, and Multiple Disabilities. Persons with single sensory impairments such as hearing loss fall outside the statutory jurisdiction of this specific trust body.

39. (B) A group of non-progressive conditions characterizing abnormal motor control and posture
Under the statutory framework of the National Trust Act, Cerebral Palsy is defined as a non-progressive condition characterized by abnormal motor control and posture resulting from brain damage or development defects occurring during prenatal, perinatal, or infant stages, affecting physical movement, coordination, and muscle tone management in affected individuals.

40. (A) Both A and R are true and R is the correct explanation of A
The National Trust Act deliberately focuses on four specific conditions because individuals with these developmental conditions often face significant cognitive or neurological challenges requiring lifelong care arrangements. Establishing legal guardianship, community group housing, and property administration tools was necessary to protect their rights when natural parents can no longer assist.

41. (D) To empower persons with disability to live independently and fully within their local communities
A cornerstone objective of the National Trust Act is empowering individuals with covered disabilities to live independently within their local communities. The statute emphasizes creating supportive environments, providing caregiver training, facilitating legal guardianship, and establishing community-based group homes rather than institutionalizing individuals away from their familiar social networks.

42. (A) Provision of legal guardianship
To alleviate parental anxiety regarding the long-term protection and financial management of adults with severe developmental conditions after parents pass away, the statute creates a legal framework for appointing legal guardians. These guardians are legally authorized to make decisions regarding health, personal welfare, and property administration for the individual.

43. (B) By supporting the establishment of group homes and providing care-giver training
Independent living is promoted under the Act by supporting non-governmental organizations to establish residential group homes, day care centers, and respite care facilities. Additionally, specialized caregiver training programs are implemented to supply trained personnel capable of assisting individuals with daily routines while preserving their dignity within community settings.

44. (B) Section 10
Section 10 of the National Trust Act explicitly enumerates the statutory functions and objectives of the Trust. These duties include facilitating independent living, protecting property passed to persons with disabilities, supporting registered parent associations, establishing legal guardianship procedures, and funding welfare schemes that benefit the specified target populations.

45. (D) I, II, III, and IV
The Board of the National Trust is a representative governing body comprising a Chairperson appointed by the Central Government, government officials from key ministries including Social Justice, Health, and Finance, representatives from registered voluntary organizations, and members drawn from associations of parents of individuals with the four covered conditions.

46. (B) 3 years
The Chairperson and non-official members of the Board of the National Trust hold office for a term of three years from the date of their nomination. They serve to guide policy decisions, approve scheme allocations, and oversee statutory activities aimed at empowering persons with the four specified developmental conditions.

NODIA

47. (D) The Chief Minister of each state serves as an ex-officio member of the Board.
The Board of the National Trust is a legal corporate body featuring perpetual succession and administrative authority to manage assets. While central ministries, voluntary organizations, and parent associations have defined representation on the Board, state Chief Ministers do not serve as ex-officio members on this national administrative body.

48. (C) New Delhi
The headquarters and central administrative office of the National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities is located in New Delhi. From this central office, national policies, scheme disbursements, and administrative guidelines for local level committees are managed nationwide.

49. (B) Group home for adults with covered disabilities for lifelong shelter and care
Gharaunda is a prominent scheme implemented by the National Trust that provides group home facilities for adults with covered disabilities. The scheme guarantees lifelong shelter, institutional care, health monitoring, and vocational activities in a safe environment for individuals who require long-term assisted living after their parents or natural guardians pass away.

50. (B) I and III
Niramaya is a health insurance scheme offering affordable coverage for individuals with Autism, Cerebral Palsy, Intellectual Disability, and Multiple Disabilities. The scheme requires no pre-insurance medical test and covers pre-existing conditions across out-patient and in-patient care. However, the standard annual financial cover provided is up to one lakh rupees.

51. (A) Day care for persons with covered disabilities aged 10 and above to enhance vocational skills
Vikaas is a day care scheme operated under the National Trust for individuals with covered disabilities aged ten years and above. The scheme focuses on expanding interpersonal skills, functional literacy, and vocational capabilities during daytime hours, while providing necessary respite care support to parents and family caregivers living in the community.

52. (C) Disha
Disha is an early intervention and school readiness scheme funded by the National Trust for children up to ten years of age diagnosed with covered disabilities. It focuses on early therapy, specialized instruction, motor development, and cognitive training to prepare young children for smooth transition into inclusive or special schooling environments.

53. (C) Section 14
Section 14 of the National Trust Act lays down the legal provisions governing the appointment of guardians for persons with covered disabilities. It details the application process, the role of the Local Level Committee in evaluating requests, and the formal issuance of guardianship certificates to legal caregivers or organizations.

54. (C) II, IV, I, III
The legal guardianship appointment process begins when an eligible applicant submits a formal application to the Local Level Committee. The committee confirms the legal consent of the proposed guardian, reviews documents, and interviews the involved parties. Following successful verification, the committee officially issues a Certificate of Guardianship establishing statutory responsibilities.

55. (B) A minor or a person of unsound mind
Statutory regulations under the National Trust Act stipulate that any individual appointed as a legal guardian must be a major and mentally sound. A minor or a person declared to be of unsound mind lacks legal capacity and cannot be granted guardianship responsibilities over another individual or their assets.

56. (C) To furnish an inventory of the property to the Local Level Committee within six months of appointment
Upon appointment under the National Trust Act, a legal guardian assumes statutory responsibility for managing the ward's property. The guardian is required to submit a comprehensive inventory and valuation of all movable and immovable assets belonging to the person with disability to the Local Level Committee within six months of appointment.

57. (D) The Chief Medical Officer of the District
The Local Level Committee constituted at the district level comprises three statutory members:

Click Here to Buy book on Flipkart

the District Collector or Magistrate acting as Chairperson, a representative from a registered voluntary organization working in disability welfare, and a person with disability or parent representative. The Chief Medical Officer is not a mandatory member of this body.

58. (A) The Local Level Committee (LLC) headed by the District Collector
Parents seeking legal guardianship for an adult child with a covered disability must apply directly to the Local Level Committee established in their respective district. This committee, chaired by the District Magistrate or District Collector, possesses exclusive statutory authority under the Act to receive applications, conduct inquiries, and issue certificates.

59. (B) The District Magistrate / District Collector
The District Magistrate or District Collector serves as the ex-officio Chairperson of the Local Level Committee established under the National Trust Act. In this capacity, the district head leads the committee in reviewing guardianship applications, monitoring property management reports, and protecting the legal rights of covered individuals within the district.

60. (B) Monitoring the activities of appointed guardians to safeguard the best interests of the person with disability
Beyond issuing initial guardianship certificates, the Local Level Committee holds an essential, continuous duty to monitor the performance and conduct of appointed guardians. The committee reviews periodic property statements, evaluates the care provided, and holds authority to revoke guardianship if a guardian acts against the ward's best interests or abuses assets.

61. (A) An association of parents or voluntary organization working for covered disabilities
To obtain official registration with the National Trust, an entity must be a non-profit voluntary organization, society, charitable trust, or parent association actively engaged in providing care, rehabilitation, or advocacy for persons with the four covered conditions. Commercial entities and political bodies are ineligible for registration under this framework.

62. (B) Section 12
Section 12 of the National Trust Act provides the legal framework governing the registration of voluntary organizations and associations of parents with the Trust. It prescribes the application procedure, eligibility criteria, and administrative conditions required for non-governmental bodies to become officially recognized partners under the central statutory trust structure.

63. (D) The NGO becomes eligible to implement National Trust schemes (like Disha and Vikaas)
Official registration with the National Trust enables a non-governmental organization to implement government welfare schemes, including early intervention, day care, caregiver training, and group home projects. Registered entities gain access to grant-in-aid financial support, technical assistance, and representation rights on district-level committees overseeing guardianship matters in their regions.

64. (C) Registration is granted permanently and can never be cancelled by the Board.
Registration granted to a voluntary organization under the National Trust Act is not irrevocable or permanent. The Board retains statutory authority to suspend or cancel the registration of any organization if it fails to fulfill statutory obligations, misuses financial grants, or violates guidelines established for managing trust schemes.

65. (A) I and II
The enactment of the Rights of Persons with Disabilities Act in 2016 marked a paradigm shift from a medical or charity framework to a rights-based model, expanding recognized disabilities from seven to twenty-one. Rather than reducing focus on inclusive education, the statute significantly strengthened statutory mandates requiring accessible schooling systems.

66. (D) United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)
India signed and ratified the United Nations Convention on the Rights of Persons with Disabilities in 2007. To fulfill its international legal obligations under this treaty, the Parliament enacted the Rights of Persons with Disabilities Act in 2016, aligning national disability laws with international standards of non-discrimination and inclusion.

NODIA

67. (A) The 1995 Act was not fully aligned with UNCRPD principles ratified by India in 2007
The Persons with Disabilities Act of 1995 was replaced because its provisions did not fully align with the comprehensive human rights principles established by the United Nations Convention on the Rights of Persons with Disabilities. A modernized statutory framework was required to expand rights, enforce non-discrimination, and introduce dynamic disability categories.

68. (C) Disability results from interactions between impaired persons and societal barriers
Under the modern social model embedded in the governing legislation, disability is understood not merely as an individual medical impairment, but as a consequence of societal structures. Unfavorable environmental conditions, physical barriers, negative attitudes, and institutional obstacles prevent individuals with impairments from participating fully and equally in community life.

69. (C) 17 Chapters
The Rights of Persons with Disabilities Act, 2016 comprises 17 distinct chapters alongside a statutory schedule. These chapters cover fundamental rights, educational entitlements, skill training, social security, benchmark accessibility standards, dispute mechanisms, dedicated judicial courts, administrative commissioners, and penal provisions for enforcing rights across the country.

70. (A) Both A and R are true and R is the correct explanation of A
The statutory schedule of specified disabilities in the 2016 Act is designed to be dynamic rather than fixed. Section 56 empowers the Central Government to notify and add new categories of disabilities to the schedule based on emerging scientific knowledge, ensuring the legal framework adapts to evolving medical understandings.

71. (C) 21
The Schedule appended to the Rights of Persons with Disabilities Act, 2016 explicitly lists twenty-one specified disability conditions. This represents a significant expansion from the seven categories specified in the previous 1995 statute, incorporating neurological conditions, blood disorders, physical impairments, developmental challenges, and severe chronic health conditions.

72. (C) Education
Chapter III of the Rights of Persons with Disabilities Act, 2016 is dedicated exclusively to Education. It details the duties of educational institutions to provide inclusive education, mandate reasonable accommodation, enforce non-discrimination in admissions, and outlines systemic measures required from governments to facilitate barrier-free learning for students with disabilities.

73. (D) The definition links impairment with evolving barriers rather than a fixed medical status
The statutory definition of disability reflects a dynamic concept by framing impairment in relation to interaction with various societal barriers. Rather than relying solely on a fixed medical diagnosis, the law recognizes that environmental, attitudinal, and physical obstacles alter how an impairment impacts an individual's full participation in daily activities.

74. (A) Section 2(s)
Section 2(s) of the Rights of Persons with Disabilities Act, 2016 defines a "person with disability." It characterizes an individual facing long-term physical, mental, intellectual, or sensory impairments which, in interaction with various barriers, hinder their full and effective participation in society on an equal basis with others.

NQDIA

75. (D) I, II, III, and IV
The statutory definition in Section 2(s) explicitly combines four essential elements: the presence of long-term physical, mental, intellectual, or sensory impairments; the presence of external barriers; resulting hindrances to full participation in society; and the mandate that social participation must occur on an equal basis with all other citizens.

76. (B) Transgender Dysphoria
The Schedule to the 2016 Act incorporates distinct physical, neurological, sensory, developmental, and chronic blood disorders, including Acid Attack Victims, Parkinson's Disease, and Sickle Cell Disease. Gender identity conditions such as Transgender Dysphoria are not classified or listed as a disability condition within this specific statutory schedule or legal framework.

77. (B) 40%
Under the Rights of Persons with Disabilities Act, 2016, a "person with benchmark disability" is defined as an individual possessing not less than forty percent of a specified disability. This percentage must be formally assessed and certified by an authorized medical board using standard government measurement guidelines.

78. (C) She is not eligible for reservation/entitlements tied to benchmark disability as her percentage is below 40%
Entitlement to affirmative action benefits, such as educational reservations and government scholarships specifically reserved for disabled candidates, requires attaining benchmark status. Because the individual's certified disability level is thirty-five percent, which is below the legally prescribed forty percent threshold, she is not eligible for these statutory reservations.

79. (D) It is the required threshold to access affirmative action, such as reservations in education and employment
Attaining benchmark disability status by meeting or exceeding the forty percent impairment threshold is legally significant because it serves as the statutory benchmark for claiming affirmative action benefits. These include reserved seats in higher education, reserved public employment vacancies, land concessions, and targeted government social welfare entitlement schemes.

80. (D) I, II, and III
Specific affirmative action provisions under the 2016 statute—including statutory reservations in government higher education institutions, reservations in public employment vacancies, and concessional land allotments for housing or enterprise—are legally restricted to individuals certified as having benchmark disabilities with an assessed impairment level of forty percent or higher.

81. (B) The Assessment Board constituted by the State Government
Evaluating whether an individual requires high support services is carried out by an Assessment Board officially constituted by the State Government. This board evaluates the physical, psychological, and environmental needs of a person with benchmark disability and determines the nature and extent of support services mandated under the Act.

82. (D) Intensive physical or psychological support needed for daily activities and independent living
In the context of the RPwD Act, high support refers to intensive assistance required by a person with benchmark disability. This includes continuous physical, psychological, mobility, or communication assistance necessary for performing basic daily living tasks, accessing education, maintaining personal autonomy, and participating fully in community activities on an equal basis.

83. (C) Section 38
Section 38 of the Rights of Persons with Disabilities Act, 2016 specifically governs provisions regarding high support needs. It outlines the procedure where a person with benchmark disability or their representative can apply to the Assessment Board to receive individualized, intensive support services funded through appropriate government schemes.

84. (C) Every person with a benchmark disability automatically qualifies as a person with high support needs.
Benchmark disability status requires possessing forty percent or more of a specified impairment, but it does not automatically classify an individual as having high support needs. High support requirements depend on functional limitations assessed individually by a designated Assessment Board, rather than stemming automatically from benchmark disability certification alone.

85. (A) Respect for inherent dignity, individual autonomy, and freedom to make one's own choices
Chapter II establishes fundamental principles that guide all statutory provisions. Foremost among these principles is respect for inherent dignity, individual autonomy, including freedom to make one's own choices, and independence of persons. This core concept sets the foundation for ensuring non-discrimination and equal treatment across all societal spheres.

86. (D) The impugned act or omission is shown to be a proportionate means of achieving a legitimate aim
The principle of non-discrimination mandates equal treatment for all persons with disabilities. Differential treatment is prohibited unless it can be demonstrated that the action or omission is a proportionate means of achieving a legitimate

Downloaded from www.pdf.tube

aim, ensuring that any differential treatment is justified, strictly necessary, and non-arbitrary under the law.

87. (A) Article 3 (General Principles)
The guiding principles set out in Section 3 of the RPwD Act, 2016 are directly modeled after Article 3 of the United Nations Convention on the Rights of Persons with Disabilities. These principles focus on dignity, autonomy, non-discrimination, full inclusion, accessibility, equality of opportunity, and respect for human diversity.

88. (C) Mandatory institutionalization of persons with psychosocial disabilities
Section 3 emphasizes non-discrimination, full societal participation, accessibility, equality between men and women, and acceptance of disability as part of human diversity. Mandatory institutionalization directly contradicts the statute's core commitment to individual autonomy, community living, and rights-based social integration for persons with psychosocial or cognitive conditions.

89. (D) Community life, allowing persons with disabilities the right to live in the community
Section 5 of the Rights of Persons with Disabilities Act guarantees the right to live in the community. It protects persons with disabilities from being forced into specific living arrangements, ensuring they have access to community support services, personal assistance, and residential choices that facilitate independent living alongside non-disabled peers.

90. (A) Section 6
Section 6 of the RPwD Act, 2016 mandates that persons with disabilities shall be protected from torture, cruel, inhuman, or degrading treatment. It prohibits subjecting any individual with disability to medical or scientific research without their free and informed consent, establishing statutory safeguards to protect physical and mental integrity.

91. (B) No child with disability shall be separated from parents except by order of a competent court
Section 9 safeguards the right to home and family, ensuring no child with a disability is separated from their parents on the ground of disability, except by a competent court order in the child's best interest. Where parents cannot care for a child, alternative family or community care is prioritized.

92. (B) Right to equality and non-discrimination
Refusing rental housing to an individual based on their wheelchair usage constitutes unlawful discrimination based on disability. Chapter II guarantees the right to equality and non-discrimination, obligating society and landlords to provide equal access to housing without imposing arbitrary restrictions or negative stereotypes against persons with physical impairments.

93. (C) 5%
Under Section 32 of the RPwD Act, 2016, all government institutions of higher education and other higher education institutions receiving state aid must reserve not less than five percent of total seats for persons with benchmark disabilities, facilitating equal access to higher academic and professional qualification programs.

94. (B) 4%
Section 34 of the Rights of Persons with Disabilities Act mandates that appropriate governments reserve not less than four percent of total vacancies in the cadre strength of each group of posts in public employment for persons with benchmark disabilities, ensuring equitable career opportunities across government departments and agencies.

NODIA

95. (D) Autism, intellectual disability, specific learning disability, mental illness, and multiple disabilities
The four percent employment reservation is allocated into distinct categories: one percent for blindness and low vision; one percent for deaf and hard of hearing; one percent for locomotor disability; and the remaining one percent shared among autism, intellectual disability, specific learning disability, mental illness, and multiple disabilities combined.

96. (C) The Act mandates reservation in promotion per government instructions
The Rights of Persons with Disabilities Act mandates that reservation in public employment for benchmark disabled individuals extends to promotion stages in accordance with instructions issued by the appropriate government. This statutory provision ensures career advancement

opportunities for disabled employees within public sector cadres and administrative services.

97. (B) Central or State Government depending on institution jurisdiction
The term "Appropriate Government" defined in the statute refers to either the Central Government or the State Government, depending on which executive authority holds primary administrative jurisdiction, ownership, or funding control over the specific department, establishment, educational institution, or local territory involved in implementing statutory provisions.

98. (C) Section 39
Section 39 of the RPwD Act mandates that appropriate governments, in consultation with Chief or State Commissioners, conduct, promote, and sponsor awareness campaigns. These campaigns focus on sensitizing society, fostering respect for the rights and dignity of persons with disabilities, and combating stigma and harmful stereotypes across public institutions.

99. (A) Universal Design in consumer products and accessories
Section 43 obligates appropriate governments and local authorities to take measures to promote Universal Design in the development and production of consumer goods, equipment, and environment. Universal Design ensures products and built spaces are accessible, usable, and safe for all people to the greatest extent possible without specialized adaptation.

100. (D) A is false but R is true
The RPwD Act places statutory obligations jointly on the Central Government, State Governments, and local municipal bodies to implement inclusive education, physical accessibility, and social security programs. Asserting that implementation rests solely on the Central Government is legally incorrect, as state and local authorities hold designated duties under the Act.

101. (C) Chapter XIII
Chapter XIII of the Rights of Persons with Disabilities Act, 2016 provides for the establishment of Special Courts to facilitate speedy trials for offenses committed against persons with disabilities. These specialized courts ensure rapid judicial redress, procedural support, and effective protection of rights within every administrative district across the country.

102. (D) Chief Justice of the High Court
To ensure speedy trial of offenses under the Act, the State Government designates a Court of Session in each district as a Special Court. This statutory designation requires formal concurrence from the Chief Justice of the High Court having judicial jurisdiction over the concerned state territory.

103. (C) 7 years
For conducting cases in designated Special Courts under the RPwD Act, the State Government appoints an advocate as a Special Public Prosecutor or specifies a public prosecutor. To qualify for this statutory appointment, the advocate must possess an active legal practice experience of not less than seven years.

104. (A) IV, II, I, III
Grievance redressal begins when an infringement of rights occurs. The aggrieved person submits a formal complaint to the State Commissioner for Persons with Disabilities. The Commissioner investigates the matter and issues formal recommendations. Finally, the violating authority must comply or communicate detailed reasons for non-compliance within the prescribed period.

105. (A) I, II, and III
The Chief Commissioner is empowered to identify inconsistent laws, inquire into rights violations, and monitor central fund utilization for disability programs. Issuing death sentences is an exclusive criminal judicial power vested in constitutional courts and courts of session, not an administrative or quasi-judicial function of statutory commissioners.

106. (A) Code of Civil Procedure, 1908
While inquiring into complaints regarding rights deprivation, the Chief Commissioner possesses civil court powers specified under the Code of Civil Procedure, 1908. These include summoning witnesses, enforcing attendance, requiring document production, receiving evidence on affidavits, and issuing commissions for witness examination during formal administrative proceedings.

Click Here to Buy book on Amazon

STUDYING FROM PDFs?

THINK AGAIN.

If you are studying only from PDFs,
you are wasting valuable time.

Research shows that learning from

PRINTED BOOKS has up to

4× HIGHER RETENTION

than studying from screens.

PRINT BOOK = BETTER MEMORY

PDF = LOWER RETENTION

Those who study from **PRINTED BOOKS**
move **AHEAD.**

Others are left **BEHIND**
in competition.

In competitive exams,
being average is not enough.

STAY ONE STEP AHEAD.

107. (B) The State Government and local authorities within that State
The jurisdiction of a State Commissioner for Persons with Disabilities is confined to matters falling under the executive authority of the concerned State Government and local bodies within that state. Complaints involving central ministries or defense establishments fall under the jurisdiction of the Chief Commissioner for Persons with Disabilities.

108. (B) The State Commissioner for Persons with Disabilities
When a state government educational institution denies reasonable accommodations like scribes during examinations, the student can file a complaint with the State Commissioner for Persons with Disabilities. This authority has statutory power to investigate, examine institutional non-compliance, and issue direct enforcement recommendations to safeguard educational rights.

109. (A) Fine which may extend to Rs. 10,000
Section 89 sets general statutory penalties for contravening any provision of the Act or its rules. For the first offense, the offender is punishable with a fine extending up to ten thousand rupees. Subsequent offenses carry higher financial penalties extending up to five lakh rupees under statutory guidelines.

110. (A) I and II
Section 92 prescribes punishments for atrocities committed against persons with disabilities, including public insult or intimidation. The statutory punishment requires a minimum imprisonment of six months, extending up to five years, along with a fine. Capital punishment is not provided under any statutory section of this legislation.

111. (D) Failing to provide 10% reservation in a private company
Atrocities under Section 92 include non-consensual termination of pregnancy, damaging assistive devices, and physical assault or public insult intended to dishonor disabled individuals. Statutory employment reservations apply to public establishments at four percent, making non-compliance with non-existent private quotas outside the scope of criminal atrocities.

112. (A) Simple imprisonment extending up to 1 year or a fine extending up to Rs. 50,000, or both
Section 91 governs penalties for fraudulently claiming benefits intended for persons with benchmark disabilities. Anyone who fraudulently avails or attempts to avail such statutory entitlements faces simple imprisonment for a term extending up to one year, a fine extending up to fifty thousand rupees, or both statutory remedies.

113. (B) Educational institutions in providing inclusive education
Section 16 outlines statutory obligations placed on educational institutions. It mandates that all government-funded or recognized schools provide inclusive education, admit children with disabilities without discrimination, ensure barrier-free campuses, provide reasonable accommodation, and deliver individualized support maximizing intellectual and social growth for disabled students.

114. (D) All schools funded or recognized by the appropriate Government or local authorities
Obligations under Section 16 apply to all educational institutions funded or recognized by the appropriate government or local authorities. This includes state-run government schools, government-aided institutions, and private recognized schools, obligating them to implement inclusive educational practices and admit disabled students without discrimination.

115. (A) It allows schools to deny admission if they do not have a special educator.
Section 16 strictly prohibits denying admission to a child on the ground of disability. Schools cannot cite a lack of special educators or adaptive infrastructure as a lawful excuse to refuse entry; rather, institutions are legally obligated to arrange required accommodations and support systems to ensure full inclusion.

NODIA

116. (C) Inclusive education
The core philosophy embedded in Section 16 is promoting inclusive education. This approach requires teaching children with disabilities alongside non-disabled peers in regular classrooms, adapting instructional environments, and providing appropriate communication modes to ensure equal academic and social participation for all students within integrated settings.

117. (A) Education and opportunities for sports and recreation activities equally with others
Section 16(a) mandates that recognized educational institutions admit children with disabilities without discrimination. Institutions must provide education alongside equal opportunities for participation in sports, physical education, and recreational activities on an equal basis with non-disabled students, supporting holistic development across all school programs.

118. (D) Provision of reasonable accommodation according to the individual's requirements
Refusing admission due to lack of ramps violates the statutory mandate of providing reasonable accommodation under Section 16. Educational institutions are legally required to make necessary and appropriate structural modifications, ensuring physical access and barrier-free environments tailored to the individual requirements of enrolled students with disabilities.

119. (B) Barrier-free environment
Making campus buildings, classrooms, toilets, laboratories, and outdoor facilities accessible to students with physical impairments reflects the mandate to create a barrier-free environment. Structural adaptations eliminate physical obstacles, allowing students with disabilities to navigate educational settings independently and participate fully in daily school routines.

120. (C) Full inclusion
Clause (iv) of Section 16 requires schools to provide individualized support in environments that optimize academic learning and social integration. These targeted interventions are designed to achieve full inclusion, ensuring disabled students participate meaningfully in mainstream educational activities rather than being isolated or segregated from peers.

121. (D) At the earliest in children
Section 16(vi) highlights the duty of educational institutions to detect specific learning disabilities in children at the earliest possible stage. Timely identification enables educators to introduce early pedagogical accommodations, remedial instruction strategies, and tailored learning materials before learning difficulties severely impact the child's academic development.

122. (A) Adjustments ensuring PwDs enjoy equal rights without undue burden
Reasonable accommodation refers to necessary and appropriate modifications or adjustments made to accommodate individual needs. These adjustments ensure persons with disabilities enjoy and exercise human rights on an equal basis with others, provided such modifications do not impose a disproportionate or undue financial burden on the institution.

123. (B) Provide education in the most appropriate languages and modes and means of communication
To support students who are deaf or hard of hearing, Section 16 requires educational institutions to deliver instruction using appropriate communication modes, including sign language. Using suitable communication systems ensures hearing-impaired students understand instructional content, participate in classroom discussions, and develop literacy alongside hearing classmates.

124. (A) Section 16
Section 16 contains the statutory declaration obligating recognized educational institutions to admit children with disabilities without discrimination. It mandates providing equal opportunities in classroom education, sports programs, and recreational activities alongside non-disabled peers, establishing the foundational duty of schools to practice full inclusive education.

125. (A) The Appropriate Government and local authorities
Section 17 assigns legal responsibility to appropriate governments and local authorities to take systemic measures for inclusive education. These measures include conducting quinquennial student surveys, establishing teacher training institutes, employing qualified teachers skilled in Braille and sign language, and providing free assistive devices to eligible students.

126. (C) The appropriate Government and local authorities
While Section 16 outlines operational duties for individual educational institutions, Section 17 places overarching systemic obligations on the appropriate government and local authorities. Governments are legally responsible for funding infrastructure, conducting surveys, training special educators, supplying learning materials, and modifying state assessment systems.

Downloaded from www.pdf.tube

127. (D) Training professionals and staff to support inclusive education at all levels of school education
Section 17(c) mandates that appropriate governments train teaching professionals and educational staff to support inclusive education across all school levels. Building professional capacity ensures educators acquire necessary instructional techniques, classroom management strategies, and specialized skills to effectively teach students with diverse learning needs.

128. (B) Section 17(a)
Section 17(a) mandates that appropriate governments conduct surveys of school-going children every five years to identify children with disabilities, assess their special education needs, and monitor educational tracking. Failing to conduct these identification surveys over an eight-year period constitutes a direct violation of this statutory government duty.

129. (B) Books, other learning materials, and appropriate assistive devices
Under Section 17(f), appropriate governments must provide free textbooks, specialized learning materials, and appropriate assistive devices to every student with a benchmark disability up to eighteen years of age. This statutory provision eliminates financial barriers to learning, ensuring students access necessary instructional resources.

130. (A) Both A and R are true and R is the correct explanation of A
Section 17 obligates governments to adapt examination systems to meet the needs of disabled students. Granting extra time, providing scribes or amanuensis services, and modifying test formats remove assessment barriers, ensuring students with disabilities are evaluated fairly and accurately based on their true academic knowledge.

131. (A) Scholarships in appropriate cases to students with benchmark disability
Section 17 explicitly mandates providing scholarships in appropriate cases to students with benchmark disabilities. These financial grants assist students in covering educational fees, personal maintenance, and study materials, thereby reducing economic burdens on families and encouraging continuous school enrollment and educational attainment.

132. (C) Mandating that all children with intellectual disabilities must be taught in separate classrooms
Section 17 focuses on facilitating inclusive education through free learning materials, alternative communication modes, curriculum modifications, and staff training. Mandating separate classrooms for children with intellectual disabilities directly violates the statutory goal of full inclusion and non-segregated learning mandated under the governing legal framework.

133. (A) Children with high support needs and those with benchmark disabilities
Section 17(j) addresses promoting educational research and obligates government authorities to provide adequate transport facilities specifically for children with benchmark disabilities and those certified with high support needs. Dedicated transport ensures safe, reliable access to school campuses, preventing attendance dropouts caused by physical mobility barriers.

134. (D) Support educational institutions at all levels to facilitate inclusive education
Section 17 provides for establishing resource centers to support educational institutions at all learning levels. These centers deliver specialized pedagogical guidance, assistive technology access, itinerant teacher support, and diagnostic evaluations, empowering regular schools to effectively accommodate disabled students within inclusive educational settings.

NODIA

135. (A) I and II
Conducting quinquennial surveys and providing free learning materials and assistive devices are systemic duties assigned to the Appropriate Government under Section 17. Conversely, providing reasonable accommodations tailored to individual student needs is a direct duty placed on educational institutions under Section 16 of the Act.

136. (C) Hearing Impairment and Visual Impairment
Training educators in sign language and Braille directly addresses communication and literacy requirements for students with sensory impairments. Sign language instruction accommodates deaf and hard-of-hearing students, while Braille literacy enables visually impaired students to read and write, ensuring equal access to written and spoken educational communication.

137. (D) Section 16 governs individual school duties; Section 17 governs systemic government measures
Section 16 establishes operational duties for individual educational institutions, such as non-discrimination in admissions, providing reasonable accommodations, and ensuring campus accessibility. Section 17 outlines systemic measures required of governments and local authorities, including conducting surveys, funding teacher training, supplying books, and adapting provincial examination structures.

138. (D) I, II, III, and IV
Section 16 operates at the institutional level by directing individual school actions, while Section 17 operates at the systemic level by mandating government policies. Institutional failure to provide a scribe violates Section 16, whereas government failure to frame scribe rules violates Section 17. Both sections actively promote inclusive education.

139. (B) The State Government fails to establish adequate teacher training institutions for special educators
Establishing teacher training institutions is a systemic administrative obligation placed on state governments under Section 17. Failures by individual school principals, private administrations, or teachers regarding admissions, wheelchair access, or classroom seating represent institutional non-compliance under Section 16 rather than systemic failures under Section 17.

140. (B) The school met admission rules under Section 16, but the State failed its Section 17 supply obligations
The school fulfilled its initial institutional duty under Section 16 by granting non-discriminatory admission to the visually impaired student. However, the State Government failed its statutory obligation under Section 17 to supply required Braille textbooks, instructional learning materials, and specialized itinerant educators to support inclusive teaching in that district.

****

Click Here to Buy book on Flipkart

CHAPTER 04
Pedagogical Principles Approaches

1. How does special education pedagogy primarily differ from general pedagogy?
(A) It adapts methods, materials, and environments to meet individual student needs.
(B) It mandates using completely distinct subject areas and standardized academic content.
(C) It relies exclusively on clinical medical treatments rather than educational strategies.
(D) It restricts student learning exclusively to separate, segregated resource facilities.

2. In the context of inclusive education under the Right to Education (RTE) Act 2009, which pedagogical approach is most highly recommended?
(A) Standardized, one-size-fits-all instruction
(B) Rigidly structured, teacher-dominated instruction
(C) Differentiated and child-centric instruction
(D) Separation of learners based on diagnostic categories

3. Consider the following statements regarding the differences between general and special education pedagogy:
I. General pedagogy is often designed for the average learner, while special pedagogy requires intensive individualization.
II. Special pedagogy frequently incorporates explicit instruction in functional and daily living skills.
III. General pedagogy relies exclusively on multisensory approaches, whereas special pedagogy uses only visual aids.
Which of the statements given above is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

4. Which concept fundamentally underpins pedagogy in an inclusive classroom setting?
(A) Systematic deficit-based educational orientation
(B) Early-stage student institutionalization practices
(C) Categorical diagnostic classroom segregation
(D) Implementation of Universal Design for Learning

5. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Special education pedagogy involves watering down the general curriculum so that Children with Special Needs (CWSN) can pass examinations easily.
Reason (R): The primary focus of special education is on providing individualized instruction and necessary accommodations, not merely diluting academic standards.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

6. Which of the following is NOT a core principle of special education pedagogy?
(A) Diagnostic-prescriptive teaching
(B) Continuous and comprehensive evaluation
(C) Uniform pace of instruction for all learners
(D) Individualized Education Programme (IEP) implementation

7. A special educator repeatedly uses a "token economy" to increase the frequency of a student's on-task behaviour. This pedagogical approach is primarily rooted in which philosophical foundation?
(A) Humanistic foundation
(B) Constructivist foundation
(C) Psychoanalytic foundation
(D) Behaviorist foundation

8. According to the constructivist approach in special education, how should a child with a

Downloaded from www.pdf.tube

learning disability (LD) be taught to comprehend new concepts?
(A) By actively constructing new knowledge based on prior learning experiences
(B) By memorizing definitions provided by the teacher through structured rote drills
(C) By passively observing a designated peer perform the given task repeatedly
(D) By strictly adhering to a prescriptive stimulus-response conditioning protocol

9. The humanistic foundation in special education emphasizes which of the following in classroom pedagogy?
(A) Enforcing strict disciplinary measures and consistent negative reinforcement strategies
(B) Promoting the emotional well-being, self-esteem, and self-actualization of learners
(C) Implementing extensive discrete trial training combined with regular drill methods
(D) Segmenting all complex academic tasks into small, observable behavioral units

10. Consider the following statements regarding the constructivist foundation of special education:
I. It views the learner as an active participant in the learning process.
II. It promotes scaffolding to help learners reach their Zone of Proximal Development (ZPD).
III. It assumes that learning occurs exclusively through operant conditioning.
IV. It encourages peer collaboration and social interaction in the classroom.
Which of the statements given above are correct?
(A) I, II, and III
(B) I, II, and IV
(C) II, III, and IV
(D) I, III, and IV

11. Which of the following pedagogical concepts is correctly matched with its philosophical foundation?
(A) Task Analysis and Reinforcement – Behaviorist foundation
(B) Shaping and Chaining – Humanistic foundation
(C) Zone of Proximal Development – Behaviorist foundation
(D) Unconditional Positive Regard – Constructivist foundation

12. Which of the following statements incorrectly describes the application of behaviorism in special education?
(A) It relies on observable and measurable changes in student actions.
(B) It utilizes principles like prompting, fading, and shaping.
(C) It assumes that internal cognitive schemas are the only valid measure of learning.
(D) It emphasizes the relationship between antecedents, behaviours, and consequences (ABCs).

NODIA

13. What is the central pedagogical assumption of the "Medical Model" of disability?
(A) The physical and social environment must be continually adapted to suit the learning needs of the child.
(B) Disability is recognized as a natural aspect of human diversity that enriches the entire school environment.
(C) Instructional barriers in education are created by inflexible curricula rather than the child's impairment.
(D) The child has an individual deficit that needs to be fixed or cured through clinical expert intervention.

14. How does the "Social Model" of disability influence pedagogy in an inclusive school?
(A) By focusing primarily on medical diagnostic categories to group children for specialized classroom instruction
(B) By suggesting that children with severe physical disabilities cannot succeed in regular classrooms
(C) By shifting focus from individual impairment to removing instructional and environmental barriers
(D) By placing greater emphasis on clinical medical rehabilitation than on regular academic achievement

15. A student with a locomotor disability is unable to participate in a science experiment because the laboratory tables are too high. Based on the social model of disability, what is the most appropriate pedagogical action by the teacher?
(A) Excuse the student from the laboratory experiment and assign an alternative written worksheet instead.
(B) Modify the physical environment using adjustable tables so the student can participate fully.
(C) Request a medical physical therapist to clinically intervene and improve the student's overall reach.

(D) Direct another classmate to perform the experiment while the student with a disability only observes.

16. Consider the following statements regarding the models of disability:
I. The medical model views disability as an individual problem requiring clinical treatment.
II. The social model advocates for Universal Design for Learning (UDL) to address systemic barriers.
III. The National Education Policy (NEP) 2020 aligns exclusively with the medical model of disability.
Which of the statements given above is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

17. Which of the following pairs concerning the models of disability is incorrectly matched?
(A) Charity Model – Views persons with disabilities as active, equal participants in learning
(B) Medical Model – Focuses on diagnosis and remediation of the individual
(C) Social Model – Focuses on dismantling societal and architectural barriers
(D) Human Rights Model – Focuses on dignity, equality, and inclusive policies

18. Under the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), Article 24 promotes inclusive education. This framework is fundamentally rooted in which model of disability?
(A) Traditional Charity Model
(B) Clinical Medical Model
(C) Social and Rights Model
(D) Biological Eugenics Model

19. What is the fundamental meaning of "individualized teaching" in the context of special education?
(A) Tailoring instruction, pace, and materials to match a student's unique profile
(B) Teaching a student in complete academic isolation from mainstream peers at all times
(C) Providing an entirely different curriculum and syllabus for every child in the classroom
(D) Assigning a dedicated full-time special educator to every individual child in the school

20. Which of the following is a practical strategy for implementing individualization within a diverse, large group setting?
(A) Delivering a single, uniform lecture to the entire class without interruption
(B) Evaluating all students using the exact same standardized written test
(C) Ignoring the Individualized Education Programmes (IEPs) during whole-class activities
(D) Using flexible grouping, varied tiered assignments, and learning stations

21. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Individualized instruction in a special education setting implies that the teacher must always teach the child on a strict 1:1 basis, separate from the rest of the class.
Reason (R): Individualization focuses on meeting the unique needs of the learner, which can often be achieved within small groups or inclusive whole-class activities through differentiation.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

22. Consider the following statements regarding the principle of individualization:
I. It requires an understanding of a student's baseline performance level.
II. It is legally mandated for CWSN through the development of an IEP.
III. It means the child must be exempted from all forms of assessment.
IV. It involves setting specific, measurable, and achievable annual goals.
Which of the statements given above are correct?
(A) I, II, and III
(B) I, II, and IV
(C) II, III, and IV
(D) I, III, and IV

23. Which of the following practices does NOT support the principle of individualization in an inclusive classroom?
(A) Providing recorded audiobooks and screen

Click Here to Buy book on Amazon

readers for a student with significant visual impairment
(B) Allowing supplementary time during examinations for a student diagnosed with a learning disability
(C) Permitting a student with severe speech impairment to use an AAC device during oral recitations
(D) Requiring all students to master division using only a single abstract algorithm

24. A teacher in an inclusive classroom is teaching a unit on local history. She provides a simplified graphic organizer to a student with an intellectual disability, a standard text to the general students, and an advanced research task to gifted learners. This practice is best described as:
(A) Differentiated instruction
(B) Segregated classroom instruction
(C) Direct teacher-led instruction
(D) Peer-mediated student instruction

25. Which component of the Individualized Education Programme (IEP) forms the foundation for individualizing daily lesson plans?
(A) The overall socio-demographic profile of the student's parents
(B) The student's Current Level of Performance (CLOP)
(C) The comprehensive medical history of the extended family
(D) The physical infrastructure budget allocated to the school

26. In the context of multisensory teaching in special education, what does the acronym VAKT stand for?
(A) Verbal, Analytical, Kinesthetic, Technological
(B) Visual, Auditory, Kinesthetic, Tactile
(C) Visual, Applied, Knowledge, Testing
(D) Verbal, Auditory, Kinesthetic, Training

27. The Fernald Method, which heavily relies on the VAKT approach (tracing words, saying them aloud, and seeing them), is most classically utilized for students with which condition?
(A) Specific Learning Disabilities
(B) Profound and severe permanent hearing impairment
(C) Severe physical or locomotor disabilities
(D) Total visual impairment and blindness

28. A teacher gives a student with an intellectual disability a tray filled with coloured sand and asks the student to trace the shape of the letter 'B' while simultaneously saying the sound /b/ aloud. This scenario is a direct application of which teaching principle?
(A) Errorless learning
(B) Extinction
(C) Multisensory teaching
(D) Negative reinforcement

29. Consider the following statements regarding multisensory teaching:
I. It assumes that stimulating multiple neural pathways simultaneously enhances memory and learning.
II. It is only effective for students with visual and hearing impairments.
III. It helps accommodate diverse learning styles within an inclusive classroom.
Which of the statements given above is/are correct?
(A) I only
(B) I and II only
(C) I and III only
(D) I, II, and III

30. When applying multisensory teaching strategies for a student with severe Visual Impairment (VI), a special educator should predominantly emphasize which sensory channels?
(A) Visual and auditory instructional sensory channels
(B) Visual and kinesthetic instructional sensory channels
(C) Auditory, tactile, and kinesthetic sensory channels
(D) Olfactory and visual instructional sensory channels

31. Why is the multisensory approach highly recommended for teaching foundational literacy to children with Intellectual Disability (ID)?
(A) It reduces the required preparation time for teachers when planning daily lesson activities.
(B) It provides multiple processing pathways, making abstract concepts concrete and retainable.
(C) It completely cures all underlying cognitive deficits associated with intellectual disabilities.
(D) It eliminates the necessity for conducting formal educational assessments or

NODIA

evaluations.

32. The TEACCH method is a widely recognized structured teaching program. For which primary disability group was the TEACCH approach originally developed?
(A) Hearing Impairment (HI)
(B) Cerebral Palsy (CP)
(C) Specific Learning Disability (SLD)
(D) Autism Spectrum Disorder (ASD)

33. Which of the following is a core component of "physical structure" in the TEACCH structured teaching model?
(A) Organizing classroom spaces into distinct, clearly defined activity areas
(B) Arranging all student desks to face forward directly toward the teacher's central podium
(C) Removing all decorative visual aids from classroom walls to eliminate potential distractions
(D) Seating all students in strict alphabetical order regardless of their unique functional needs

34. Consider the following statements about the TEACCH principles of structured teaching:
I. It utilizes physical organization of the classroom environment.
II. It relies heavily on visual schedules to provide predictability.
III. It promotes independent work systems through the use of clearly defined tasks.
Which of the statements given above is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

35. In the context of structured teaching, what is the primary purpose of sequencing content logically?
(A) To break complex skills into small steps from simple to complex
(B) To ensure the full academic syllabus is completed well before final annual examinations
(C) To thoroughly prepare all classroom students for standardized, high-stakes state testing
(D) To minimize the direct instructional time teachers must spend engaging with students

36. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Structured and sequential teaching methods are highly beneficial for children with Autism Spectrum Disorder (ASD).
Reason (R): Children with ASD often struggle with executive functioning and unpredictable environments, making predictable structures and clear sequences essential for their learning.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

37. In an inclusive classroom setting, a teacher uses a "workstation" where a student finds baskets labelled 1, 2, and 3. The student completes the task in basket 1, moves to basket 2, and then to 3, before proceeding to a designated "finished" area. This is an application of:
(A) Cooperative learning frameworks
(B) Structured independent work systems
(C) Systematic social skills instruction
(D) Reciprocal peer tutoring procedures

38. Which pedagogical concept is most closely aligned with structured and sequential teaching to ensure that a student does not practice incorrect responses?
(A) Discovery learning
(B) Trial and error learning
(C) Errorless learning
(D) Unstructured play

39. In behaviour management, what is the defining characteristic of "positive reinforcement"?
(A) Removing an aversive stimulus following a target response to systematically strengthen that behavior
(B) Presenting an unpleasant stimulus following an unwanted action to reduce its future occurrence
(C) Continuously withholding positive attention to gradually extinguish an undesirable student behavior
(D) Presenting a desirable stimulus after a behavior to increase the frequency of that behavior

40. How does negative reinforcement differ from punishment in special education pedagogy?

Downloaded from www.pdf.tube

(A) Negative reinforcement increases the frequency of a target behaviour, while punishment decreases it.
(B) Negative reinforcement decreases the frequency of a target behaviour, whereas punishment increases it.
(C) Both negative reinforcement and punishment aim to decrease undesirable behaviour.
(D) There is no practical difference; they are interchangeable terms.

41. A special educator implements a system where students earn a plastic coin for every assignment completed. At the end of the week, students can exchange their coins for items like stickers or extra free time. This scenario describes the use of:
(A) Time-out
(B) A token economy
(C) Response cost
(D) Systematic desensitization

42. For positive reinforcement to be highly effective in teaching new skills to a child with an intellectual disability, it must be delivered:
(A) On a completely random and sporadic schedule throughout the school week
(B) Immediately and consistently following the occurrence of the target behaviour
(C) Several hours or days after the specific targeted student behaviour has occurred
(D) Prior to the student demonstrating any attempt at the targeted behavior

43. Consider the following statements regarding the principles of effective behaviour management:
I. Reinforcers must be age-appropriate and meaningful to the individual student.
II. Satiation occurs when a reinforcer is overused and loses its effectiveness.
III. Punishment is always the most effective first step in changing behaviour.
IV. Behaviour management plans should focus on teaching replacement behaviours.
Which of the statements given above are correct?
(A) I, II, and III
(B) I, II, and IV
(C) II, III, and IV
(D) I, III, and IV

44. When a teacher first ignores a previously reinforced inappropriate behaviour (extinction), the behaviour often temporarily increases in frequency or intensity before it begins to decrease. This phenomenon is known as:
(A) Spontaneous recovery
(B) Stimulus generalization
(C) Extinction burst
(D) Negative reinforcement

45. In an inclusive classroom, the general education teacher and the special education teacher divide the class into two equal groups and teach the same content simultaneously to their respective groups. This co-teaching model is known as:
(A) Alternative teaching
(B) Station teaching
(C) One teach, one observe
(D) Parallel teaching

46. A general educator is delivering a lecture on fractions to the whole class, while the special educator walks around the room providing quiet prompts, redirecting attention, and offering immediate feedback to students with learning disabilities. Which collaborative teaching model does this scenario represent?
(A) Team teaching approach
(B) Station teaching model
(C) One teach, one assist
(D) Parallel teaching model

47. What is a primary benefit of collaborative/team teaching in an inclusive classroom setting?
(A) It significantly reduces the overall number of working hours required from classroom teachers.
(B) It lowers teacher-student ratios, enabling individual attention and varied instruction.
(C) It ensures special educators instruct CWSN exclusively while general educators teach the rest.
(D) It completely eliminates the administrative necessity for conducting individual student evaluations.

48. Consider the following statements concerning the challenges of collaborative teaching:
I. It requires significant shared planning time, which is often difficult to schedule.
II. Differences in teaching philosophies and classroom management styles can cause friction.
III. It usually results in the special educator taking over the entire curriculum for all students.
Which of the statements given above is/are

NODIA

correct?
(A) I only
(B) I and II only
(C) II and III only
(D) I, II, and III

49. In a classroom with a few students needing intensive remedial instruction while the rest of the class engages in enrichment activities, which co-teaching model is most appropriate?
(A) Alternative teaching
(B) Parallel teaching
(C) Team teaching
(D) One teach, one observe

50. Which of the following statements about "Team Teaching" (Teaming) is incorrect?
(A) Both educators share front-of-class instructional delivery equally across all learning activities.
(B) It demands an exceptionally high level of professional trust, mutual respect, and planning coordination.
(C) One teacher acts as primary instructor while the other acts merely as a passive aide.
(D) It frequently utilizes tag-team lecturing methods or simulated discussions to model complex concepts.

51. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): For co-teaching to be successful in an inclusive classroom, school administrators must mandate that co-teachers never have mutual planning time to save school resources.
Reason (R): Co-teaching models require ongoing communication, shared responsibility, and joint lesson planning to effectively meet the needs of all diverse learners.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

52. The pedagogical principle of the "Least Restrictive Environment" (LRE) implies that a Child with Special Needs (CWSN) should be educated:
(A) In a special school exclusively, to ensure access to special educators
(B) At home, using a home-based education model exclusively
(C) In a separate classroom within a mainstream school at all times
(D) With non-disabled peers to the maximum extent appropriate

53. According to the continuum of services (cascade model) in special education, which of the following settings represents the most restrictive environment?
(A) Regular classroom with consultative support
(B) Homebound or hospital instruction
(C) Regular classroom with a resource room pull-out
(D) Special day school

54. A student with mild hearing impairment has been admitted to a mainstream school under the Right to Education (RTE) Act. The school administration decides to place the child permanently in a separate room away from other students. According to the principle of LRE, what is the correct pedagogical assessment of this decision?
(A) It is appropriate because children with disabilities cannot be effectively educated within regular mainstream classrooms.
(B) It is fully justified because it prevents general education teachers from having to exert extra instructional effort.
(C) It violates LRE, as the child should be in a regular classroom with needed accommodations (e.g., hearing aids).
(D) It fully aligns with LRE standards because the child remains physically located inside a mainstream school facility.

55. Consider the following statements regarding the pedagogical implications of LRE:
I. Placement decisions should be based on the individual needs of the student, not solely on the disability label.
II. LRE requires that all students, regardless of the severity of their disability, must be placed in regular classrooms without any support.
III. Accommodations and modifications must be provided in the regular classroom before considering a more restrictive setting.
Which of the statements given above is/are correct?
(A) I and II only
(B) I and III only
(C) II and III only

Click Here to Buy book on Flipkart

(D) I, II, and III

56. Which factor is fundamentally crucial when a team decides the appropriate LRE for a student?
(A) The child's individual educational needs and placement benefits
(B) The operational convenience and scheduling preferences of the school staff
(C) The socioeconomic status and overall financial background of the family
(D) The administrative category and diagnostic label of the disability alone

57. Which of the following statements correctly defines the relationship between Inclusive Education and the Least Restrictive Environment (LRE)?
(A) Inclusive education mandates home-based instruction models, whereas LRE mandates specialized institutional placements.
(B) LRE guides legal placement, while inclusion is a philosophy advocating belonging.
(C) LRE guarantees that all students with impairments are taught in special schools, rendering inclusion irrelevant.
(D) There is no recognized theoretical or practical relationship connecting LRE and inclusive educational practice.

58. Direct Instruction (DI) as a pedagogical approach is best characterized by which of the following features?
(A) Unstructured, student-led open discovery learning models
(B) Explicit, systematic, teacher-led instruction
(C) Independent student research projects with minimal teacher guidance
(D) Open-ended classroom group discussions lacking defined learning goals

59. For which group of learners and subjects is the Direct Instruction approach most empirically validated and suitable?
(A) Students with SLD acquiring basic reading and math skills
(B) Gifted students analyzing complex and abstract philosophical concepts
(C) Typically developing students participating in creative arts projects
(D) Secondary school students engaging in competitive academic debate clubs

60. The typical pedagogical sequence in the Direct Instruction approach is often summarized as:
(A) "You do, We do, I do"
(B) "We do, You do, I do"
(C) "I do, We do, You do"
(D) "You do, You do, You do"

61. A special educator is teaching a student with intellectual disability to count money. The teacher first demonstrates counting five coins, then counts the coins together with the student, and finally asks the student to count the coins independently while providing immediate corrective feedback. This sequence represents:
(A) Discovery learning
(B) Cooperative learning
(C) Peer tutoring
(D) Direct Instruction

62. Consider the following statements regarding Direct Instruction methodology:
I. It involves explicit step-by-step modelling by the teacher.
II. It requires continuous checking for student understanding.
III. It strictly avoids guided practice to foster independence immediately.
Which of the statements given above is/are correct?
(A) I only
(B) I and II only
(C) II and III only
(D) I, II, and III

63. How does Direct Instruction differ conceptually from Constructivist pedagogy in special education?
(A) Direct Instruction is completely student-centered in design, whereas Constructivism is entirely teacher-dominated in practice.
(B) Direct Instruction focuses on explicit teacher-led skills, while Constructivism focuses on student meaning-making.
(C) Direct Instruction completely avoids reinforcement, whereas Constructivism relies heavily on formal token economies.
(D) Direct Instruction is designed exclusively for adult learners, whereas Constructivism applies only to early childhood.

64. What are the two essential key features that distinguish cooperative learning from traditional group work?
(A) Individualized student competition and norm-referenced evaluation
(B) Homogeneous student grouping and strict

NODIA

teacher instructional isolation
(C) Rote academic memorization and unstructured classroom free time
(D) Positive interdependence and individual accountability

65. The "Jigsaw" technique is a well-known method of cooperative learning. How does it function in an inclusive classroom?
(A) Students master one topic segment and teach it to home group members.
(B) Students compete aggressively against peers to solve complex subject puzzles in the fastest time possible.
(C) Only designated high-achieving students are permitted by the teacher to answer instructional questions.
(D) The classroom teacher breaks a physical wooden puzzle and directs the entire class to reassemble it silently.

66. Which of the following describes a major benefit of cooperative learning in inclusive classrooms?
(A) It actively encourages the social and physical isolation of CWSN from their mainstream peers.
(B) It ensures that gifted students complete all academic work while CWSN remain passive observers.
(C) It promotes social interaction, empathy, and mutual support among all diverse learners.
(D) It renders the formulation of individualized education plans completely unnecessary in practice.

67. Consider the following elements often associated with classroom group activities:
I. Face-to-face promotive interaction
II. Interpersonal and small group skills
III. Group processing
IV. Intense inter-group competition for limited grades
Which of the above are fundamental elements of Johnson and Johnson's Cooperative Learning model?
(A) I, II, and III
(B) II, III, and IV
(C) I, III, and IV
(D) I, II, and IV

68. When integrating a child with mild Autism Spectrum Disorder (ASD) into a cooperative learning group, what pedagogical precaution must the teacher take?
(A) Assign the child the demanding role of overall group leader immediately to boost baseline self-confidence.
(B) Restrict and place the child exclusively in a small cooperative group composed only of peers diagnosed with ASD.
(C) Allow peer group members to exclude the child if they fail to contribute equally to the assigned project.
(D) Define the role clearly, provide social scripts, and monitor for sensory overload.

69. Which of the following is NOT a feature of an effective cooperative learning environment for CWSN?
(A) Broad heterogeneous student grouping strategies
(B) Competitive grading on a rigid bell curve
(C) Systematically shared group goals and rewards
(D) Explicit instruction in key collaborative social skills

70. "Classwide Peer Tutoring" (CWPT) is an instructional strategy where:
(A) Only students with identified disabilities are allowed to tutor one another in separate rooms.
(B) The teacher directly tutors one selected student while all remaining classmates observe passively.
(C) Students pair up, alternating tutor and tutee roles to practice skills.
(D) Older students from higher grade levels grade the formal examination papers of younger students.

71. Peer-mediated instruction is frequently used to enhance social and communication skills in children with which of the following disabilities?
(A) Severe physical Orthopedic Impairment
(B) Complete or severe Visual Impairment
(C) Specific Learning Disability (SLD)
(D) Autism Spectrum Disorder (ASD)

72. A teacher wants to set up a "Peer Buddy" system for a student with moderate intellectual disability navigating the mainstream school environment. What is the most crucial first step the teacher must take?
(A) Train the peer on how to interact and support the student.
(B) Force a high-achieving student to take on the buddy role as a disciplinary punishment.

NODIA

(C) Inform peer parents that their child is now fully responsible for the student's grades.
(D) Leave the students unmonitored in the playground to naturally figure out their social dynamics.

73. Which of the following is a common precaution or challenge associated with peer-mediated instruction?
(A) It drastically increases the social isolation and academic frustration of the tutee.
(B) The peer tutor may experience burnout or adopt an authoritative role.
(C) It completely eliminates the professional need for a qualified special education teacher.
(D) It inherently and directly violates established statutory Right to Education Act guidelines.

74. Consider the following statements regarding the benefits of peer-mediated instruction (PMI):
I. It increases academic engagement and active response time for CWSN.
II. It provides the peer tutor with opportunities to reinforce their own understanding of the material.
III. It decreases social interactions among diverse students.
Which of the statements given above is/are correct?
(A) I only
(B) I and II only
(C) II and III only
(D) I, II, and III

75. In a cross-age peer tutoring model implemented in an inclusive school setting, which scenario is correct?
(A) An older student tutors a younger student with a learning disability.
(B) Two same-age classmates from the same grade level tutor each other in complex mathematics problems.
(C) A certified special educator provides individual tutoring to a general educator on inclusive methods.
(D) A parent provides structured after-school academic tutoring to their own child in the home environment.

76. What is the precise meaning of "Task Analysis" in special education pedagogy?
(A) Comprehensive analysis of student medical diagnostic reports to categorize a specific disability type.
(B) Systematically evaluating physical school infrastructure to ensure full barrier-free environmental access.
(C) Breaking complex skills down into small, sequential, teachable steps.
(D) Assigning students a large complex task and timing exactly how long they take before experiencing failure.

77. Which of the following represents the correct initial step when conducting a task analysis for teaching a new functional skill?
(A) Immediately providing full physical prompting guidance to the student.
(B) Gradually fading the continuous behavioral reinforcement schedule being used.
(C) Administering a formal summative academic assessment to measure outcome.
(D) Identifying the target skill and necessary prerequisite skills required.

78. When applying task analysis, the pedagogical technique of teaching the last step of the sequence first and prompting the student through the preceding steps is known as:
(A) Forward chaining
(B) Total task presentation
(C) Backward chaining
(D) Shaping

79. A special educator is teaching a student with a severe intellectual disability how to tie shoelaces. The teacher performs all steps of the shoelace-tying process except pulling the final loops tight. The student is prompted to pull the loops tight to finish the task and receive praise. Once mastered, the teacher expects the student to complete the last two steps, and so on. This approach is:
(A) Forward chaining
(B) Backward chaining
(C) Errorless learning
(D) Generalization

80. Task analysis is most frequently and successfully applied in special education to teach:
(A) Complex abstract philosophical and theoretical concepts
(B) Advanced calculus and higher-level mathematical formulas
(C) Standardized test-taking strategies and preparation skills
(D) Activities of Daily Living and functional routines

Downloaded from www.pdf.tube

81. Which of the following statements about Task Analysis is incorrect?
(A) It is primarily used for learners who can easily grasp whole concepts in single demonstrations.
(B) The number of steps in a task analysis can vary depending on the cognitive level of the learner.
(C) It provides a clear framework for data collection and assessing progress step-by-step.
(D) It can be combined with prompting and chaining techniques for effective instruction.

82. Consider the following statements regarding the prerequisites for creating an effective task analysis:
I. The teacher must personally perform the task to identify all hidden sub-steps.
II. The target environment where the skill will be performed must be considered.
III. The teacher must ignore the student's baseline abilities and create a uniform 10-step list for everyone.
Which of the statements given above is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

83. The concept of "Errorless Learning" is based on the premise that:
(A) Errors are prevented during acquisition through effective prompting.
(B) Students learn most effectively by making errors and experiencing natural environmental consequences.
(C) Teachers should completely refrain from correcting a student whenever they commit an academic mistake.
(D) Students should be left entirely to discover correct answers through extensive trial-and-error tasks.

84. Why is errorless learning particularly effective for learners with intellectual disability (ID) and autism?
(A) They process multiple options effortlessly and derive clear cognitive benefit from experiencing initial errors.
(B) They require no tangible reinforcement, making errorless learning procedures significantly cheaper to implement.
(C) They naturally acquire skills faster than typical peers, rendering initial instructional errors inconsequential.
(D) Errors cause frustration, and practicing them entrenches incorrect responses.

85. In errorless learning, if a student is being taught to identify the colour "Red" from an array of three cards, what might the teacher initially do to ensure success?
(A) Hide the targeted "Red" flashcard completely from the student's line of sight during initial trials.
(B) Make the target card larger or place it significantly closer to the student.
(C) Instruct the student to repeatedly guess options until they eventually select the correct "Red" card.
(D) Administer immediate mild punishment whenever the student glances toward an incorrect color card.

86. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Trial-and-error learning is the most highly recommended pedagogical strategy for teaching foundational academic skills to children with severe intellectual disabilities.
Reason (R): Errorless learning strategies prevent the child from internalizing incorrect neural pathways and reduce instructional frustration.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

87. A teacher is introducing sight words to a student with Down syndrome. As soon as the teacher presents the flashcard for "CAT," the teacher immediately says, "Point to CAT," and simultaneously guides the student's hand to point to the word before the student can point elsewhere. This scenario exemplifies:
(A) Incidental naturalistic classroom learning strategy
(B) Behavioral extinction burst response phenomenon
(C) Progressive time delay prompting procedure
(D) Errorless learning using physical prompts

NODIA

88. Compared to traditional trial-and-error methods, what does errorless learning require more of from the special educator during the initial phases of instruction?
(A) Use of high-level intensive prompting
(B) Continuous sarcasm and negative verbal feedback
(C) Passive instructional observation from a distance
(D) Frequent formal summative evaluation tests

89. In the hierarchy of instructional prompts used in special education, which of the following is generally considered the most intrusive prompt?
(A) Direct verbal prompt guidance
(B) Full physical prompt guidance
(C) Demonstrative gestural prompt guidance
(D) Pictorial visual prompt guidance

90. The "most-to-least" prompting strategy is primarily used during which phase of learning?
(A) Skill generalization phase across novel environments
(B) Initial skill acquisition phase for new targets
(C) Long-term skill maintenance phase over time
(D) Formal diagnostic skill evaluation phase

91. A teacher presents a flashcard and waits for exactly 3 seconds for the student to respond. If the student does not respond, the teacher provides the correct answer for the student to imitate. This technique is known as:
(A) Constant time delay
(B) Backward chaining procedure
(C) Behavioral extinction process
(D) Stimulus shaping technique

92. What is the primary pedagogical purpose of "fading" prompts in special education?
(A) To make daily classroom management tasks substantially easier for the special educator.
(B) To systematically increase the overall intrusiveness of teacher instruction over extended periods.
(C) To prevent prompt dependency and build independence.
(D) To guarantee that the student eventually fails when operating without direct teacher assistance.

93. Consider the following types of prompts:
I. Full physical prompt
II. Partial physical prompt
III. Modelling prompt
IV. Verbal prompt
If a teacher is using a "most-to-least" prompting hierarchy, which sequence represents the correct fading process?
(A) IV -> III -> II -> I
(B) I -> II -> III -> IV
(C) II -> I -> IV -> III
(D) III -> IV -> I -> II

94. A teacher initially used hand-over-hand guidance to help a child hold a pencil. After a week, the teacher only touches the child's elbow to initiate writing. Eventually, the teacher just points at the pencil. This scenario describes:
(A) Forward chaining process of fine motor writing skills
(B) Constant time delay instruction procedure
(C) Fading physical prompts to a gestural prompt
(D) Negative reinforcement of classroom writing tasks

95. Select the correctly matched pair regarding prompting techniques:
(A) Gestural prompt – Saying "Look at the board"
(B) Modelling prompt – The teacher demonstrating the exact action the student needs to perform
(C) Physical prompt – Pointing to the correct puzzle piece
(D) Verbal prompt – Guiding the student's hand to open a door

96. The pedagogical concept of "Scaffolding" is most closely associated with which psychological theory and theorist?
(A) Operant Conditioning Framework – B.F. Skinner
(B) Cognitive Development Theory – Jean Piaget
(C) Psychosocial Development Theory – Erik Erikson
(D) Sociocultural Theory (ZPD) – Lev Vygotsky

97. In an inclusive classroom, how is scaffolding practically applied for a student with a Specific Learning Disability (SLD) in writing?
(A) Providing sentence starters that are gradually faded out.
(B) Assigning the student a failing mark of zero for any mechanical spelling errors present.
(C) Writing the entire required essay assignment on behalf of the student from start to finish.

Click Here to Buy book on Amazon

(D) Forcing the student to rewrite the essay repeatedly without offering any supportive aids.

98. A student struggles to solve multi-step word problems in mathematics. The teacher provides a laminated checklist of steps (1. Read, 2. Highlight numbers, 3. Choose operation, 4. Solve). As the student's accuracy improves over the month, the teacher replaces it with a shorter checklist, and eventually removes it. This is an application of:
(A) Response cost behavioral procedures
(B) Forward chaining instructional sequence
(C) Scaffolding and release of responsibility
(D) Medical model intervention clinical practice

99. Consider the following strategies:
I. Breaking complex tasks into smaller, manageable parts
II. Providing temporary visual or verbal aids
III. Giving immediate permanent placement in a special school
IV. Modelling the thought process aloud (think-aloud)
Which of these are recognized scaffolding strategies in an inclusive classroom?
(A) I, II, and IV only
(B) I, II, and III only
(C) II, III, and IV only
(D) I, III, and IV only

100. Conceptually, how does "scaffolding" differ from simply giving "prompts" in behaviourist special education?
(A) There is no practical or theoretical distinction between prompting and scaffolding procedures.
(B) Prompting is used exclusively by general educators, while scaffolding is restricted to special educators.
(C) Scaffolding never involves systemic fading mechanisms, whereas behaviorist prompting always relies on them.
(D) Scaffolding builds cognitive understanding in the ZPD; prompting targets specific responses.

101. Which phrase best summarizes the ultimate goal of the scaffolding process in inclusive pedagogy?
(A) Developing complete and permanent prompt dependency in learners
(B) Gradual release of responsibility toward independence
(C) Enforcing complete academic isolation of the disabled learner
(D) Mandating rigid standardized rote memorization of content

NODIA

102. When designing the physical arrangement of an inclusive classroom to accommodate a student with a severe Orthopedic Impairment (OH) using a wheelchair, the primary consideration should be:
(A) Seating the student permanently at the back of the room to avoid creating distractions for classmates.
(B) Storing all daily learning materials on elevated shelves to maximize safety within the classroom space.
(C) Ensuring wide, uncluttered aisles and accessible, height-appropriate workspaces.
(D) Stripping all visual educational charts and posters off the surrounding classroom wall surfaces.

103. Which is considered a best practice when establishing classroom rules for a diverse group including Children with Special Needs (CWSN)?
(A) Developing an extensive list of over twenty detailed classroom rules highlighting forbidden behaviors.
(B) Refraining from explicitly teaching rules while expecting all students to naturally absorb behavioral norms.
(C) Establishing completely separate behavioral rules for CWSN and non-disabled peers in the same room.
(D) Keeping rules few, explicit, visually supported, and positively stated.

104. Applying the principles of Universal Design for Learning (UDL) to classroom management involves:
(A) Designing accessible physical and learning spaces for all from the start.
(B) Retrofitting classroom physical structures only after a student raises a formal accessibility complaint.
(C) Mandating that all enrolled students utilize the exact same type of standardized desk and chair setup.
(D) Restricting instructional delivery methods strictly to traditional whole-class verbal lectures alone.

105. A teacher has a student with Attention Deficit Hyperactivity Disorder (ADHD) who frequently leaves their seat. To manage this

behavior proactively through physical classroom arrangement, the teacher should:
(A) Positioning the student's desk directly beside a large window overlooking the active school playground.
(B) Seating the student near the teacher and providing an approved movement zone.
(C) Placing the student's desk permanently outside in the hallway to eliminate indoor classroom disruptions.
(D) Surrounding the student with the most talkative peers in class to encourage social communication skills.

106. In an inclusive classroom, what is the pedagogical value of establishing clear, daily entry and exit routines?
(A) They deliberately ensure that students spend significantly less overall time engaged in academic tasks.
(B) They reduce anxiety and ease transitions by providing clear predictability.
(C) They conveniently allow the classroom teacher to delay the scheduled start of academic lesson delivery.
(D) They transform the daily classroom management environment into a rigidly authoritarian structure.

107. Which of the following statements about inclusive classroom management is incorrect?
(A) Reactive punishment is more effective than proactive environmental structuring.
(B) Peer tutoring can be an effective classroom management strategy to keep students engaged.
(C) Flexible seating arrangements can accommodate students with sensory processing needs.
(D) Clear visual boundaries help students with ASD understand where specific activities take place.

108. A behavior modification technique where a student loses a specific amount of previously earned tokens or privileges due to an inappropriate behavior is called:
(A) Time out
(B) Positive reinforcement
(C) Response cost
(D) Shaping

109. If a teacher reinforces a child for keeping their hands in their pockets in order to stop them from hitting peers, which behavior modification technique is being used?
(A) Severe physical corporal punishment strategy
(B) Standard negative reinforcement procedure
(C) Systematic behavioral desensitization treatment process
(D) Differential Reinforcement of Incompatible behavior

110. Regarding ethical considerations in behavior modification, the Right of Children to Free and Compulsory Education (RTE) Act, 2009 strictly prohibits which of the following practices for all children, including CWSN?
(A) Structured token economy behavioral programs
(B) Extinction procedures for inappropriate behavior
(C) Physical punishment and mental harassment
(D) Formal Functional Behavior Assessment protocols

111. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Using "Response Cost" in a behavior modification plan is considered a form of negative reinforcement.
Reason (R): Negative reinforcement involves the removal of an aversive stimulus to increase a desired behavior, whereas response cost involves removing a desirable stimulus to decrease an unwanted behavior.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

112. A child with severe Autism Spectrum Disorder repeatedly bangs their head on the desk during math class. Instead of immediately implementing a punishment, the special educator observes the child to determine the antecedents and consequences of the behavior. This structured assessment process is known as:
(A) Standardized Intelligence Quotient (IQ) Testing
(B) End-of-term Summative Academic Evaluation
(C) Detailed Task Analysis breakdown procedure
(D) Functional Behavior Assessment (FBA)

Downloaded from www.pdf.tube

113. Identify the correct pair regarding behavior modification techniques:
(A) Shaping – Reinforcing successive approximations of a desired target behavior
(B) Time-out – Giving a student extra free time for completing work early
(C) Extinction – Adding a highly preferred reward after a severe meltdown
(D) Satiation – Withholding attention to stop a behavior

114. Why is a highly predictable daily routine crucial in the pedagogy for Children with Special Needs (CWSN), particularly those with autism or anxiety disorders?
(A) It completely eliminates the administrative necessity for preparing specialized instructional resources.
(B) It intentionally forces children to adapt rapidly and flexibly to unexpected schedule modifications.
(C) It reduces cognitive load and anxiety through predictability.
(D) It restricts and minimizes their peer social interactions across all daily classroom activities.

115. A visual schedule in a special education classroom typically utilizes which of the following?
(A) Pictures or simple words ordered chronologically to show activities.
(B) Detailed written paragraphs outlining every daily classroom activity in comprehensive detail.
(C) Continuous auditory voice recordings played on a loop throughout the entire school day.
(D) Braille text charts prepared exclusively for instructing students with hearing impairments.

116. Transitioning from one activity to another is often challenging for CWSN. Which of the following is an effective, routine-based strategy to facilitate smooth transitions?
(A) Changing learning activities abruptly without advance warning to build emotional resilience.
(B) Punishing students immediately if they fail to switch academic tasks within three seconds.
(C) Cancelling student recess periods whenever a classroom transition takes longer than expected.
(D) Using visual timers or verbal advance warnings before activity completion.

117. What is the primary purpose of using a "First/Then" board in special education?
(A) To teach complex historical timelines and chronological developments in history class.
(B) To visually show that a preferred activity follows task completion.
(C) To rank all classroom students based strictly on their standardized academic performance.
(D) To display the letters of the alphabet in strict sequential order for early readers.

118. When an unavoidable change in the daily routine occurs (e.g., a fire drill or a substitute teacher), what is a recommended pedagogical tool to prepare a student with ASD for this change?
(A) Completely ignoring the schedule change while hoping the student does not notice the alteration.
(B) Utilizing immediate physical restraint procedures to ensure full student behavioral compliance.
(C) A Social Story outlining the upcoming change and expected responses.
(D) Removing the student from the school premises and sending them home immediately upon any change.

NODIA

119. A teacher notices that a student with an intellectual disability gets highly distressed when the recess bell rings unexpectedly. To introduce predictability, the teacher should:
(A) Request school administrators to permanently disconnect the main school bell system.
(B) Send the child home from school directly before the scheduled recess period every day.
(C) Sternly reprimand the child whenever they cover their ears in response to loud noises.
(D) Use a visual countdown and cue in class before the bell rings.

120. Culturally Responsive Pedagogy (CRP) in special education emphasizes:
(A) Integrating learners' cultural, linguistic, and community background into teaching.
(B) Intentionally ignoring the student's cultural background in order to treat all learners identically.
(C) Forcing diverse learners to assimilate into the dominant culture before granting special services.
(D) Grouping students strictly according to

their caste or religious identity for special instruction.

121. In the context of diverse CWSN populations, an inclusive educator practicing culturally responsive pedagogy would most likely:
(A) Prohibit students from utilizing their primary native mother tongue when communicating through AAC devices.
(B) Use functional skills examples reflecting local community culture.
(C) Use instructional materials imported exclusively from Western developed nations in daily teaching plans.
(D) Assume that having a disability completely cancels out any influence of culture or primary language.

122. The concept of "Intersectionality" is highly relevant to culturally responsive pedagogy for CWSN. What does it refer to in this context?
(A) The physical geographic intersection where a special school and a mainstream school share facilities.
(B) How overlapping marginalized identities create unique discrimination requiring tailored support.
(C) The specific administrative point in an IEP meeting where parents and educators reach full consensus.
(D) The academic and social transition process from primary education to upper primary school levels.

123. An inclusive teacher in a rural school has a student with a mild intellectual disability belonging to a tribal community. To be culturally responsive, the teacher incorporates local folk tales into reading comprehension tasks. This pedagogical approach is beneficial because:
(A) It leverages prior cultural knowledge to scaffold learning meaningfully.
(B) It intentionally lowers the overall academic standards and expectations of the school curriculum.
(C) It ensures the student remains permanently isolated from learning modern scientific concepts.
(D) It completely replaces the legal necessity for formulating an Individualized Education Programme.

124. Which of the following best demonstrates Culturally Responsive Pedagogy when planning transition and vocational goals for a CWSN in a specific socio-cultural context?
(A) Mandating high-level computer programming skills for a student living in an off-grid rural area lacking electricity.
(B) Excluding parents entirely from transition planning meetings on the assumption that uneducated parents cannot contribute.
(C) Aligning vocational goals with local trades and community jobs.
(D) Recommending permanent institutionalization in a distant state-run urban rehabilitation center for the child.

125. Which is NOT a principle of culturally responsive special education pedagogy?
(A) Acknowledging language variations and utilizing multilingual approaches where needed
(B) Building strong partnerships with families and respecting their cultural beliefs regarding disability
(C) Utilizing culturally familiar materials for assessment and intervention
(D) Enforcing a strict, uniform cultural norm and penalizing culturally specific expressions

126. How can an educator prevent cultural bias during the assessment of a culturally diverse CWSN?
(A) By relying exclusively on standardized IQ tests normed on urban, affluent, middle-class populations.
(B) By misdiagnosing a child with a learning disability simply because they are acquiring a second language.
(C) By using dynamic assessment and culturally adapted testing materials.
(D) By conducting diagnostic evaluations entirely in a dominant language the child does not speak fluently.

127. According to the Rights of Persons with Disabilities (RPWD) Act, 2016, a major infrastructural challenge hindering inclusive pedagogy in schools is the lack of:
(A) Access to high-speed fiber internet infrastructure for all enrolled students.
(B) Barrier-free environments, including ramps and tactile pathways.
(C) Fully climate-controlled and air-conditioned regular classroom spaces.
(D) Provision of specialized extracurricular competitive sports clubs and equipment.

Click Here to Buy book on Flipkart

128. What is commonly cited as a significant attitudinal barrier to implementing inclusive pedagogy in regular classrooms?
(A) Parents of typical children actively volunteering in school resource rooms to assist special educators daily.
(B) School administrators over-allocating financial and structural resources specifically for special education.
(C) The pervasive belief that all children are inherently capable of learning without needing any modifications.
(D) General teachers feeling untrained to teach CWSN, causing inclusion resistance.

129. A significant training-related challenge for effective inclusive pedagogy is:
(A) Lack of cross-disability modules in pre-service teacher training programs.
(B) Complete over-saturation of fully certified special educators across rural public school districts.
(C) General educators possessing excessive theoretical expertise in Braille and Indian Sign Language.
(D) The excessive administrative focus placed on clinical medical diagnosis by general education staff.

130. Under the Samagra Shiksha Abhiyan framework, which of the following is a common resource challenge faced by itinerant special educators?
(A) Having too few eligible students allocated to their assigned district caseloads during the academic year.
(B) Being legally restricted from visiting regular schools and forced to work only in specialized institutions.
(C) Covering large geographic blocks, limiting visit frequency for individual CWSN.
(D) Being continuously provided with excessive, unmanageable amounts of high-tech assistive technologies.

131. Which of the following systemic challenges most directly impacts the implementation of individualized pedagogy (like IEPs) in mainstream classrooms?
(A) High pupil-teacher ratios and heavy syllabus demands on general teachers.
(B) Statutory mandates requiring the permanent presence of two special educators inside every classroom.
(C) The total absence of physical or digital academic textbooks across the entire regional school system.
(D) Excessive over-involvement and interference of parents in daily classroom instructional lesson planning.

132. What is the impact of rigid assessment structures on inclusive pedagogy?
(A) They easily accommodate and support the varied developmental and academic trajectories of all enrolled CWSN.
(B) They automatically incorporate and operationalize principles of Universal Design for Learning across subjects.
(C) They systematically promote continuous, comprehensive, and child-centered classroom evaluation practices.
(D) They force teaching to the test, reducing flexibility for differentiation.

133. Which of the following represents a practical step towards overcoming resource challenges in inclusive education in rural areas?
(A) Banning the formal enrollment of CWSN until full specialized government resources arrive at the school site.
(B) Utilizing community rehabilitation and training local volunteers as aides.
(C) Relying exclusively on high-cost imported digital assistive technologies to support student access needs.
(D) Closing down mainstream inclusive public schools and opening specialized segregated day schools instead.

134. According to the National Education Policy (NEP) 2020, which of the following is a recommended best practice for promoting inclusive pedagogy?
(A) Discontinuing the instructional use of Indian Sign Language (ISL) across all public educational institutions.
(B) Establishing designated special education zones exclusively dedicated to segregated clinical instruction models.
(C) Implementing a whole-school approach with seamless teacher collaboration.
(D) Ensuring that CWSN only attend formal schooling up to the completion of the primary educational level.

135. Universal Design for Learning (UDL) is considered a best practice in inclusive pedagogy because it provides multiple means of:

Downloaded from www.pdf.tube

(A) Clinical Segregation, Diagnosis, and Medical Treatment
(B) Behavioral Punishment, Remediation, and Student Exclusion
(C) Standardized Testing, Academic Grading, and Student Ranking
(D) Engagement, Representation, and Action or Expression

136. In India, which statutory body regulates the training programs and professional standards for special educators to ensure best pedagogical practices?
(A) National Council of Educational Research and Training (NCERT)
(B) Rehabilitation Council of India (RCI)
(C) Medical Council of India (MCI)
(D) National Council for Teacher Education (NCTE)

137. Which of the following best describes the "Whole-School Approach" to inclusive education pedagogy?
(A) Assigning sole responsibility for CWSN academic and social outcomes exclusively to the designated special educator.
(B) Inclusion is a shared schoolwide culture involving all staff and parents.
(C) Converting the physical facilities of the school building into a full-time clinical medical rehabilitation center.
(D) Placing all students with identified disabilities together inside one single isolated classroom for the entire day.

138. To adopt best pedagogical practices for an inclusive classroom, a school principal organizes a workshop to teach all general teachers the basics of task analysis, peer-tutoring, and setting up visual schedules. This initiative directly addresses which key aspect of inclusion?
(A) Capacity building to empower general educators for diverse needs.
(B) Conducting clinical medical diagnosis of severe physical and cognitive disabilities.
(C) Systematically segregating classroom students based on intelligence quotient scores.
(D) Procuring specialized medical surgical equipment for installation in the school site.

139. A critical future trend and best practice for inclusive pedagogy is the integration of Assistive Technology (AT). Which of the following is an example of a pedagogical application of AT for a student with Dysgraphia (a specific learning disability in writing)?
(A) Using speech-to-text software or word processors for written work.
(B) Providing a weighted sensory backpack to develop student core physical strength.
(C) Removing the student entirely from participating in all regular language arts classes.
(D) Forcing the student to attempt writing assignments using their non-dominant hand.

140. As a way forward for effective inclusive pedagogy, early intervention is strongly recommended. What is the pedagogical justification for early intervention?
(A) It guarantees that the child will never require special education services once reaching upper primary grades.
(B) It deliberately delays the child's formal entry into the educational school system until they reach adulthood.
(C) It leverages early neuroplasticity to maximize learning outcomes.
(D) It saves government education funds by diagnosing developmental conditions without delivering active treatments.

****

NODIA

ANSWERS

1. (A) It adapts methods, materials, and environments to meet individual student needs.
Special education pedagogy differs from general pedagogy primarily through its individualized approach to learning. While general education typically targets broader developmental milestones for whole classroom groups, special education modifies instructional strategies, learning materials, and classroom physical environments. This systematic adaptation ensures that unique educational, sensory, and physical requirements are addressed effectively for every student with specific learning needs.

2. (C) Differentiated and child-centric instruction
The Right to Education Act of 2009 promotes inclusive education by recognizing that children possess diverse learning speeds, styles, and capabilities. Differentiated and child-centric instruction allows educators to adapt teaching methodologies, curricular pace, and assessment tools according to each learner's background. Centering educational practices on individual children ensures equal access, meaningful participation, and effective progress within mainstream educational environments.

3. (A) I and II only
General education pedagogy primarily targets average developmental progress, whereas special education relies heavily on individualized instruction tailored to unique needs. Additionally, special education frequently incorporates explicit instruction in functional and daily living skills to promote independent living. Multisensory approaches are widely recognized in special education rather than being exclusive to general education, making only the first two statements correct.

4. (D) Implementation of Universal Design for Learning
Universal Design for Learning serves as a foundational framework for inclusive education by proactively designing flexible instructional goals, methods, materials, and assessments. Rather than forcing students to adjust to rigid traditional structures, this framework provides multiple means of representation, engagement, and expression. Consequently, all learners, including those with diverse abilities, gain equitable access to high-quality educational experiences.

5. (D) A is false but R is true
Special education pedagogy does not lower or dilute academic standards simply to enable children with special needs to pass examinations easily. Instead, it focuses on delivering individualized instruction, essential accommodations, and specialized support to help students meet grade-level expectations. Therefore, claiming that special education lowers curriculum standards is false, while highlighting individualized instruction as its primary focus is true.

6. (C) Uniform pace of instruction for all learners
Special education pedagogy relies on principles that accommodate individual learning differences rather than imposing standardized expectations. Diagnostic-prescriptive teaching, continuous evaluation, and Individualized Education Programmes allow instruction to be modified to suit each student's unique learning speed. Enforcing a uniform pace of instruction directly contradicts these principles, as it fails to account for varying cognitive, sensory, and physical capabilities.

7. (D) Behaviorist foundation
A token economy is a structured behavior modification system directly derived from behaviorist principles, specifically operant conditioning. In this framework, target behaviors are reinforced immediately through symbolic secondary reinforcers, such as tokens or plastic coins. These tokens can later be exchanged for desired items or activities, systematically increasing and maintaining the desired on-task classroom behaviors over time.

8. (A) By actively constructing new knowledge based on prior learning experiences
Constructivist educational theory posits that learners actively build their own understanding and knowledge of the world through experiencing things and reflecting on those experiences. For

Click Here to Buy book on Amazon

students with learning disabilities, constructivism emphasizes engaging with hands-on activities, connecting novel concepts to prior knowledge, and interacting with their environment, rather than relying on passive absorption or repetitive rote drills.

9. (B) Promoting the emotional well-being, self-esteem, and self-actualization of learners
Humanistic pedagogy in special education focuses on holistic personal growth, learner dignity, and individual potential. It prioritizes creating a supportive, empathetic, and safe classroom atmosphere where emotional well-being, positive self-concept, and self-actualization are cultivated. Rather than focusing solely on academic outputs or behavioral compliance, humanism addresses intrinsic motivation and personal fulfillment for every student.

10. (B) I, II, and IV
Constructivism views learners as active participants who construct knowledge through environmental interaction, social collaboration, and scaffolding within their Zone of Proximal Development. Peer interaction and collaborative learning activities are core elements of this philosophy. Operant conditioning, however, belongs strictly to behaviorist theory rather than constructivism, making statements I, II, and IV the correct combination.

11. (A) Task Analysis and Reinforcement – Behaviorist foundation
Behaviorism focuses on observable actions and environmental contingencies, utilizing techniques such as task analysis, reinforcement schedules, prompting, and fading to shape skills. Conversely, concepts like shaping belong to behaviorism rather than humanism, the Zone of Proximal Development belongs to Vygotsky's constructivist framework, and unconditional positive regard originates from Rogers' humanistic theory. Therefore, task analysis and reinforcement correctly match behaviorist theory.

12. (C) It assumes that internal cognitive schemas are the only valid measure of learning.
Behaviorism defines learning as observable and measurable changes in student actions resulting from interactions with the environment, specifically analyzing antecedents, behaviors, and consequences. Techniques like prompting, fading, and shaping are core behaviorist applications. Focusing exclusively on internal cognitive schemas reflects cognitive psychology rather than behaviorism, making it an inaccurate description of how behaviorist principles are applied in special education.

13. (D) The child has an individual deficit that needs to be fixed or cured through clinical expert intervention.
The medical model of disability conceptualizes functional difficulties as internal physical, physiological, or neurological deficits within the individual child. Pedagogy under this framework focuses on diagnosis, remediation, and clinical interventions aimed at fixing or curing these personal limitations. It contrasts with modern social frameworks that focus on removing external environmental, structural, and curricular barriers in educational settings.

NODIA

14. (C) By shifting focus from individual impairment to removing instructional and environmental barriers
The social model of disability posits that disability arises from society's failure to accommodate individual human differences. In an inclusive classroom, this paradigm shifts pedagogical focus away from viewing the child as inherently deficient. Instead, educators concentrate on dismantling structural, architectural, instructional, and attitudinal barriers, creating flexible teaching methods and accessible environments that accommodate every learner.

15. (B) Modify the physical environment using adjustable tables so the student can participate fully.
According to the social model of disability, limitations arise from environmental barriers rather than individual physical impairments. When laboratory tables are too high for a student using a wheelchair, the appropriate pedagogical action is to adapt the physical environment with adjustable furniture. This modification ensures equal access and active participation in practical activities rather than excluding or isolating the learner.

16. (A) I and II only
The medical model views disability as an internal deficit requiring medical or clinical intervention, while the social model attributes disability to

environmental barriers and advocates structural frameworks like Universal Design for Learning. Statement III is incorrect because the National Education Policy 2020 aligns strongly with inclusive, rights-based, and social models of disability rather than exclusively with the medical model.

17. (A) Charity Model – Views persons with disabilities as active, equal participants in learning
The charity model of disability views individuals with impairments as passive recipients of pity, aid, and welfare, rather than active, equal participants in educational and social processes. Active, equal participation is a core principle of the human rights and social models. The descriptions for the medical, social, and human rights models in the remaining pairs are accurate.

18. (C) Social and Rights Model
Article 24 of the United Nations Convention on the Rights of Persons with Disabilities establishes inclusive education as a fundamental legal right. This framework is grounded in the social and human rights models, which mandate that education systems adapt to accommodate all learners, eliminate systemic discrimination, respect inherent dignity, and guarantee equal access without segregation or reliance on medical remediation.

19. (A) Tailoring instruction, pace, and materials to match a student's unique profile
Individualized teaching in special education refers to adapting instructional methods, learning materials, pacing, and goals to align with a student's specific strengths, interests, and developmental requirements. It does not require complete social or physical isolation from mainstream peers, nor does it mandate an entirely separate syllabus; rather, it provides customized supports within appropriate educational settings.

20. (D) Using flexible grouping, varied tiered assignments, and learning stations
Implementing individualization within a diverse, large group setting involves adopting flexible instructional strategies. Educators can utilize flexible grouping, tiered learning assignments, and varied activity stations to address differing learning speeds and abilities simultaneously. These techniques allow students to engage with core content at appropriate complexity levels while remaining fully included within the shared classroom environment.

21. (D) A is false but R is true
Individualized instruction does not require continuous one-on-one teaching in physical isolation from peers. Effective individualization focuses on addressing unique learning needs, which can be accomplished within inclusive classrooms using small group activities, tiered assignments, and differentiated support. Thus, the assertion that individualization mandates constant separation is false, while the reasoning explaining differentiation in group contexts is true.

22. (B) I, II, and IV
Individualizing instruction requires establishing a student's baseline performance, creating an Individualized Education Programme mandated by special education policy, and setting specific, measurable annual goals. Individualization does not mean exempting students from assessment entirely; rather, assessments are modified or adapted to evaluate student progress accurately. Therefore, statements I, II, and IV correctly describe the principle of individualization.

23. (D) Requiring all students to master division using only a single abstract algorithm
Individualization involves adapting educational access, presentation formats, and responses to accommodate diverse learning styles and sensory profiles. Providing audiobooks, extended examination time, and augmentative communication devices exemplify supportive individualization. Demanding that every student master a mathematical concept through a single, rigid, abstract algorithm ignores individual cognitive differences and directly undermines the core principle of individualized instruction.

24. (A) Differentiated instruction
Differentiated instruction occurs when an educator modifies content, process, or products to meet varying readiness levels, learning styles, and interests within the same classroom. Providing tiered materials—such as graphic organizers for additional scaffolding, standard texts, and advanced research projects—ensures that all students engage meaningfully with the same central topic according to their individual learning capabilities.

Downloaded from www.pdf.tube

25. (B) The student's Current Level of Performance (CLOP)
The Current Level of Performance section of an Individualized Education Programme identifies a student's baseline academic abilities, functional strengths, and specific areas requiring support. This objective assessment provides essential data that enables educators to design tailored daily lesson plans, select appropriate instructional strategies, establish realistic short-term goals, and implement effective modifications suited to the student's needs.

26. (B) Visual, Auditory, Kinesthetic, Tactile
The acronym VAKT stands for Visual, Auditory, Kinesthetic, and Tactile sensory modalities. In special education, VAKT refers to an instructional framework that simultaneously engages sight, hearing, physical movement, and touch. By delivering information across these four primary sensory channels, educators strengthen memory pathways and enhance conceptual understanding, particularly for students with diverse learning profiles.

27. (A) Specific Learning Disabilities
The Fernald Method is a multi-sensory instructional approach designed specifically to assist individuals with severe reading, spelling, and writing difficulties, such as dyslexia. By integrating visual tracing, auditory pronunciation, kinesthetic movement, and tactile contact, this VAKT technique helps students with specific learning disabilities establish stronger neural associations, improving word recognition and literacy retention over time.

28. (C) Multisensory teaching
Tracing a letter shape in textured sand while simultaneously vocalizing its phonetic sound engages tactile, kinesthetic, visual, and auditory channels simultaneously. This practice directly applies multisensory teaching principles, which combine multiple sensory inputs to reinforce concept acquisition, improve memory retention, and support cognitive processing for students who struggle with abstract or unifaceted instructional methods.

29. (C) I and III only
Multisensory teaching stimulates multiple neural pathways simultaneously, which enhances cognitive retention and concept mastery. Furthermore, it effectively accommodates diverse learning styles within inclusive settings. Statement II is incorrect because multisensory strategies benefit a wide variety of learners, including those with learning disabilities, attention deficits, and typical development, rather than exclusively helping visually or hearing-impaired students.

30. (C) Auditory, tactile, and kinesthetic sensory channels
When supporting a student with severe visual impairment, educators must emphasize intact sensory channels to facilitate effective learning. Relying on auditory explanations, tactile materials such as Braille or textured models, and kinesthetic hands-on experiences provides comprehensive sensory input. This approach compensates for missing visual information and enables the student to grasp complex academic concepts effectively.

31. (B) It provides multiple processing pathways, making abstract concepts concrete and retainable.
Children with intellectual disabilities often encounter difficulties processing abstract concepts through single sensory channels. Multisensory teaching provides multiple cognitive processing pathways by engaging visual, auditory, tactile, and kinesthetic modalities simultaneously. This concrete, multi-modal input reinforces learning, enhances memory retention, and makes abstract foundational literacy concepts far more accessible and understandable for these learners.

32. (D) Autism Spectrum Disorder (ASD)
The TEACCH (Treatment and Education of Autistic and Related Communication-Handicapped Children) program was developed specifically to support individuals with Autism Spectrum Disorder. It utilizes structured teaching principles, physical organization, visual schedules, and visually structured work systems to address the characteristic cognitive styles, executive functioning challenges, and visual learning strengths associated with autism spectrum conditions.

33. (A) Organizing classroom spaces into distinct, clearly defined activity areas
In the TEACCH structured teaching model, physical structure refers to organizing the physical environment to make classroom activities clear and predictable. Dividing the

NODIA

classroom into distinct, visually defined areas for specific tasks—such as independent work, leisure, group instruction, and snacks—helps students with autism understand expectations, reduce anxiety, and navigate the environment independently.

34. (D) I, II, and III
Structured teaching under the TEACCH framework encompasses physical organization of the environment, visual schedules to establish predictable routines, and structured work systems that clearly outline independent tasks. Each of these components supports executive functioning and enhances independence for individuals with autism spectrum conditions. Therefore, all three statements accurately describe the fundamental components of this methodology.

35. (A) To break complex skills into small steps from simple to complex
Sequencing content logically involves breaking complex skills or learning tasks into small, manageable, sequential steps arranged from simple to complex. This systematic progression allows students with special needs to build foundational understanding, experience consistent success, prevent cognitive overload, and gradually master complicated concepts without encountering unnecessary frustration or confusion during the learning process.

36. (A) Both A and R are true and R is the correct explanation of A
Children with Autism Spectrum Disorder frequently experience challenges related to executive functioning, sensory processing, and environmental unpredictability. Structured and sequential teaching provides clear visual routines and predictable learning sequences that significantly reduce anxiety and enhance comprehension. Thus, both the assertion and reason are true, with the reason accurately explaining why structured methods benefit these learners.

37. (B) Structured independent work systems
An independent work system clearly answers key operational questions for a student: what work is required, how much work is expected, how progress is measured, and what happens next. Moving sequentially through numbered task baskets toward a designated "finished" area exemplifies structured work systems derived from TEACCH principles, fostering task completion and independence.

38. (C) Errorless learning
Errorless learning is an instructional technique that utilizes immediate and sufficient prompting to ensure that the student responds correctly during initial learning trials. By preventing errors during acquisition, this approach prevents the rehearsal and reinforcement of incorrect responses, making it exceptionally aligned with structured, sequential teaching methods for children with cognitive or developmental delays.

39. (D) Presenting a desirable stimulus after a behavior to increase the frequency of that behavior
In behavior management, positive reinforcement is defined as presenting a favorable or desirable stimulus immediately following a specific target behavior. This immediate consequence increases the likelihood that the desired behavior will occur again in similar future situations. It serves as a fundamental principle in establishing, strengthening, and maintaining positive academic and social behaviors.

40. (A) Negative reinforcement increases the frequency of a target behaviour, while punishment decreases it.
Negative reinforcement involves removing an unpleasant or aversive stimulus following a desired response, which increases the future frequency of that behavior. In contrast, punishment involves presenting an aversive stimulus or removing a pleasant stimulus following an unwanted response to decrease the behavior's future occurrence. Thus, reinforcement strengthens behavior, whereas punishment functions to weaken it.

41. (B) A token economy
A token economy is a behavior management system where students receive immediate, tangible conditioned reinforcers—such as plastic coins, stickers, or points—upon demonstrating target behaviors. These earned tokens are accumulated and subsequently exchanged for backup reinforcers, such as tangible rewards or preferred activities, thereby systematically increasing and maintaining appropriate classroom behaviors.

Click Here to Buy book on Flipkart

42. (B) Immediately and consistently following the occurrence of the target behaviour
For positive reinforcement to effectively establish or strengthen a new skill in children with intellectual disabilities, the reinforcer must be delivered immediately and consistently after the target behavior occurs. Immediate delivery connects the behavior directly with the rewarding outcome, reinforcing cognitive associations and accelerating skill acquisition while minimizing confusion regarding expected responses.

43. (B) I, II, and IV
Effective behavior management requires selecting age-appropriate reinforcers, monitoring for satiation when reinforcers lose effectiveness, and teaching appropriate replacement behaviors. Punishment is not recommended as a primary strategy, as positive behavioral interventions should always be prioritized. Therefore, statements I, II, and IV represent correct principles, while statement III presents an incorrect behavioral approach.

44. (C) Extinction burst
When a behavior that was previously reinforced is suddenly subjected to extinction, the behavior often undergoes a temporary increase in frequency, duration, or intensity before it begins to decline. This predictable behavioral phenomenon is known as an extinction burst, which occurs as the learner attempts to obtain the historically expected reinforcement.

45. (D) Parallel teaching
In parallel teaching, the class is divided into two equal groups, and both the general educator and special educator deliver the exact same instructional content simultaneously to their respective smaller groups. This co-teaching model significantly reduces the student-teacher ratio, facilitates increased active participation, and allows educators to monitor student comprehension more effectively.

46. (C) One teach, one assist
The "one teach, one assist" co-teaching model involves one educator taking primary responsibility for delivering whole-group instruction while the second educator moves around the classroom providing individualized support, quiet prompting, behavioral management, and immediate feedback. This setup ensures that students requiring extra assistance receive targeted help without disrupting the lesson flow.

47. (B) It lowers teacher-student ratios, enabling individual attention and varied instruction.
A major benefit of collaborative co-teaching in inclusive classrooms is the reduction of effective teacher-student ratios during instructional time. Having two qualified educators inside the classroom allows for flexible grouping, immediate corrective feedback, differentiated instruction, and increased individual attention, thereby enhancing learning outcomes for both typical students and children with special needs.

48. (B) I and II only
Collaborative teaching faces operational challenges, such as securing adequate joint planning time and managing potential conflicts arising from differing instructional philosophies or classroom management styles. Statement III is incorrect because co-teaching involves shared instructional responsibility rather than assigning the special educator to handle the entire curriculum for all enrolled classroom students.

49. (A) Alternative teaching
Alternative teaching is a co-teaching approach where one educator manages a larger group of students engaging in standard or enrichment activities, while the other educator works with a smaller group to deliver intensive remediation, pre-teaching, or specialized instruction. This model ensures targeted support for students requiring intensive intervention without halting general class progress.

50. (C) One teacher acts as primary instructor while the other acts merely as a passive aide.
Team teaching is a collaborative co-teaching model where both educators share equal instructional responsibility, simultaneously presenting content, facilitating discussions, and supporting learning activities before the whole class. Describing one teacher as acting merely as a passive aide misrepresents team teaching, as the strategy relies on equal partnership, shared leadership, and active mutual delivery.

51. (D) A is false but R is true
Co-teaching requires ongoing communication, administrative support, and dedicated joint planning time to effectively coordinate instruction for diverse learners. Prohibiting

NODIA

mutual planning time severely hinders collaboration and instruction quality. Therefore, the assertion claiming co-teachers should never have shared planning time is false, while the reason emphasizing the necessity of joint lesson planning is true.

52. (D) With non-disabled peers to the maximum extent appropriate
The principle of the Least Restrictive Environment mandates that children with special needs should be educated alongside their non-disabled peers in general education settings to the maximum extent appropriate. Special classes or separate schooling are considered only when the nature or severity of the disability prevents satisfactory education within regular classrooms, even with supplementary aids.

53. (B) Homebound or hospital instruction
According to the cascade model of special education services, settings are ordered along a continuum based on the degree of restriction and isolation from mainstream peers. Homebound or hospital instruction represents the most restrictive environment on this continuum, as the student is entirely separated from general educational settings, classroom peers, and school community activities.

54. (C) It violates LRE, as the child should be in a regular classroom with needed accommodations (e.g., hearing aids).
Placing a student with mild hearing impairment permanently in an isolated room violates the principle of Least Restrictive Environment. Under inclusion policies and the RTE Act, the student should be educated in a general classroom alongside peers, provided with necessary accommodations such as hearing devices, preferential seating, and visual supports to ensure full participation.

55. (B) I and III only
Placement decisions in special education must be based on individual educational needs rather than disability labels, and appropriate accommodations must be exhausted in regular classrooms before considering restrictive settings. Statement II is incorrect because LRE does not mandate placing all students in regular classrooms without support; appropriate supplementary aids and services are required components.

NODIA

56. (A) The child's individual educational needs and placement benefits
Determining the Least Restrictive Environment for a student requires assessing their individual educational needs, functional abilities, and the potential academic and social benefits of specific placements. Decisions must prioritize providing maximum meaningful interaction with non-disabled peers alongside necessary support services, rather than relying on administrative convenience, socioeconomic status, or diagnostic labels.

57. (B) LRE guides legal placement, while inclusion is a philosophy advocating belonging.
Least Restrictive Environment is a legal and statutory principle specifying that students with disabilities must be educated with non-disabled peers to the maximum extent appropriate along a continuum of placements. In contrast, inclusive education is an overarching educational philosophy advocating full belonging, equity, and participation for every learner within regular school communities.

58. (B) Explicit, systematic, teacher-led instruction
Direct Instruction is an evidence-based pedagogical approach characterized by explicit, highly structured, teacher-led instruction. It breaks learning tasks into clear steps, provides explicit modeling, includes guided and independent practice, and incorporates continuous checks for understanding with immediate feedback. This systematic method minimizes ambiguity and promotes efficient skill acquisition for diverse learners.

59. (A) Students with SLD acquiring basic reading and math skills
Direct Instruction is highly effective and empirically validated for teaching foundational academic skills, such as decoding, reading mechanics, and basic mathematical operations, particularly to students with specific learning disabilities. Its structured sequence, explicit teacher modeling, immediate feedback, and systematic practice provide the step-by-step clarity necessary to master foundational academic competencies.

60. (C) "I do, We do, You do"
The pedagogical sequence of Direct Instruction follows the gradual release of responsibility model, summarized as "I do, We do, You do."

First, the teacher models the skill directly ("I do"). Next, the class practices together under guided teacher supervision ("We do"). Finally, students demonstrate mastery by practicing the skill independently ("You do").

61. (D) Direct Instruction
The instructional sequence where the educator first demonstrates a task, then performs it collaboratively with the student, and finally observes independent execution with immediate corrective feedback exemplifies Direct Instruction. This structured approach follows the "I do, We do, You do" framework, ensuring clear modeling, scaffolded practice, and gradual release of responsibility.

62. (B) I and II only
Direct Instruction relies on explicit step-by-step modeling by the teacher and continuous checking for understanding through guided questions and feedback. Statement III is incorrect because guided practice is a vital, non-negotiable phase of Direct Instruction, occurring between initial teacher modeling and final independent practice to ensure students master the concept accurately.

63. (B) Direct Instruction focuses on explicit teacher-led skills, while Constructivism focuses on student meaning-making.
Direct Instruction and Constructivism represent distinct pedagogical paradigms. Direct Instruction is a structured, teacher-led approach that focuses on explicit skill transmission, clear modeling, and systematic practice. Conversely, Constructivism emphasizes student-centered discovery, active inquiry, and individual meaning-making, where learners construct knowledge through environmental interactions and reflection rather than direct teacher delivery.

64. (D) Positive interdependence and individual accountability
Cooperative learning differs from traditional group work through specific structural elements, most notably positive interdependence and individual accountability. Positive interdependence ensures that group members rely on each other to succeed, while individual accountability guarantees that every student is responsible for mastering the material and contributing their fair share to the group's task.

65. (A) Students master one topic segment and teach it to home group members.
The Jigsaw technique is a cooperative learning strategy where a complex topic is divided into distinct sections. Students from different home groups form expert groups to master specific content, then return to their home groups to teach their section to peers. This approach fosters positive interdependence, active communication, and equal participation in inclusive settings.

66. (C) It promotes social interaction, empathy, and mutual support among all diverse learners.
Cooperative learning in inclusive classrooms benefits students by promoting peer social interaction, empathy, mutual respect, and collaborative problem-solving across diverse ability levels. Working in heterogeneous groups enables students with special needs to build social connections and receive peer support, while typically developing peers gain deeper understanding and positive attitudes toward diversity.

67. (A) I, II, and III
Johnson and Johnson's Cooperative Learning model identifies five core elements: positive interdependence, face-to-face promotive interaction, individual accountability, interpersonal and small-group skills, and group processing. Intense inter-group competition for grades contradicts this framework, as cooperative learning emphasizes mutual success and collaborative achievement rather than competitive classroom structures. Statements I, II, and III are correct.

68. (D) Define the role clearly, provide social scripts, and monitor for sensory overload.
Including a student with Autism Spectrum Disorder in cooperative learning requires proactive instructional support. Educators must clearly define the student's group role, provide visual or written social scripts to facilitate communication, and monitor the sensory environment to prevent overload. These accommodations ensure meaningful, structured participation while supporting the student's social and sensory needs.

69. (B) Competitive grading on a rigid bell curve
Effective cooperative learning environments for children with special needs rely on heterogeneous grouping, shared group goals, and explicit

Downloaded from www.pdf.tube

instruction in social skills. Competitive grading on a rigid bell curve undermines cooperation by encouraging peer conflict and anxiety. Instead, cooperative frameworks utilize criterion-referenced assessments that evaluate both individual mastery and shared team success.

70. (C) Students pair up, alternating tutor and tutee roles to practice skills.
Classwide Peer Tutoring is an instructional strategy where all students in a classroom are paired to practice academic skills systematically. Within each pair, students alternate between the roles of tutor and tutee, providing immediate feedback, error correction, and positive reinforcement under teacher supervision. This reciprocal model boosts academic engagement and peer collaboration for all participants.

71. (D) Autism Spectrum Disorder (ASD)
Peer-mediated instruction is widely implemented to enhance social interaction, communication skills, and appropriate play behaviors in children with Autism Spectrum Disorder. Utilizing trained, typically developing peers as models and interaction partners provides naturalistic social opportunities, encouraging children with autism to practice joint attention, turn-taking, and conversational skills in everyday classroom contexts.

72. (A) Train the peer on how to interact and support the student.
Before implementing a peer buddy system, the educator must provide explicit training to the peer helper. Training prepares the peer to communicate effectively, offer appropriate support, foster social interaction, and maintain respectful boundaries. Proper orientation prevents frustration, promotes genuine friendship, and ensures that the peer buddy framework effectively assists the student with special needs.

73. (B) The peer tutor may experience burnout or adopt an authoritative role.
A common challenge in peer-mediated instruction is that peer tutors may feel overly burdened, leading to burnout, or adopt an overly dominant, authoritative stance toward their partner. To prevent these outcomes, educators must rotate roles, monitor peer dynamics continuously, provide ongoing guidance, and ensure that peer tutoring supplements rather than replaces professional instruction.

NODIA

74. (B) I and II only
Peer-mediated instruction increases academic engagement, provides frequent opportunity to respond for children with special needs, and allows peer tutors to reinforce their own understanding through teaching. Statement III is incorrect because peer-mediated strategies increase positive social interactions among diverse students, making statements I and II the correct combination.

75. (A) An older student tutors a younger student with a learning disability.
Cross-age peer tutoring involves pairing students from different age or grade levels, where an older student serves as the tutor for a younger tutee. In an inclusive setting, an older student provides scaffolded instruction, modeling, and academic support to a younger student with a learning disability, benefiting both participants academically and socially.

76. (C) Breaking complex skills down into small, sequential, teachable steps.
Task analysis is a foundational instructional strategy in special education that involves breaking down a complex skill, learning task, or behavioral routine into smaller, discrete, sequentially ordered steps. This step-by-step breakdown allows educators to teach, prompt, and assess each sub-skill individually, facilitating systematic instruction for learners who struggle with multi-step activities.

77. (D) Identifying the target skill and necessary prerequisite skills required.
The initial step in conducting a task analysis is clearly identifying the ultimate target skill and determining the essential prerequisite skills the learner must possess. Defining the objective and baseline prerequisites ensures that the subsequent step-by-step breakdown is logically structured, instructionally appropriate, and tailored effectively to the learner's developmental level.

78. (C) Backward chaining
Backward chaining is an instructional technique used within task analysis where the educator completes all initial steps of a task sequence, allowing the student to perform only the final

step to complete the task and receive immediate reinforcement. Once the final step is mastered, the student learns the second-to-last step, systematically working backward.

79. (B) Backward chaining
Prompting a student to perform only the final step of tying shoelaces—pulling the loops tight to complete the task—before moving to earlier steps exemplifies backward chaining. This technique ensures that the learner immediately experiences task completion and success at the end of every instructional trial, building confidence and reinforcing motivation step-by-step.

80. (D) Activities of Daily Living and functional routines
Task analysis is most extensively and successfully applied in special education to teach Activities of Daily Living and functional life routines, such as handwashing, dressing, eating, and personal hygiene. Breaking these daily multi-step physical routines into sequential steps provides a clear instructional framework for individuals with intellectual or developmental disabilities.

81. (A) It is primarily used for learners who can easily grasp whole concepts in single demonstrations.
Task analysis is designed specifically for learners who encounter difficulty grasping complex tasks as a whole, requiring skills to be broken into smaller steps. Stating that it is primarily used for learners who quickly grasp whole concepts in single demonstrations is incorrect, making this option the false statement regarding task analysis application.

82. (A) I and II only
Creating an effective task analysis requires the educator to perform or observe the skill directly to identify all necessary sub-steps and consider the specific environmental context where the task occurs. Statement III is incorrect because task analysis must be individualized according to the student's baseline capabilities rather than applying a rigid uniform checklist.

83. (A) Errors are prevented during acquisition through effective prompting.
Errorless learning is an instructional methodology grounded in the principle that preventing errors during initial skill acquisition leads to more efficient learning. By providing immediate, sufficient prompting before the student can make an incorrect response, this approach ensures consistent correct execution, minimizes frustration, and prevents the rehearsal of erroneous behavioral or cognitive patterns.

84. (D) Errors cause frustration, and practicing them entrenches incorrect responses.
Errorless learning is highly effective for learners with intellectual disabilities and autism because committing errors often causes significant frustration, leading to task avoidance. Furthermore, practicing incorrect responses can accidentally entrench incorrect patterns in memory. Preventing errors during acquisition ensures that only accurate responses are learned, reinforced, and consolidated over time.

85. (B) Make the target card larger or place it significantly closer to the student.
In errorless learning, visual or physical prompts are adjusted to guarantee success on initial trials. When teaching color identification, an educator might make the target card larger, brighter, or place it much closer to the student than distractor cards. This stimulus shaping ensures the student selects the correct option, receiving immediate positive reinforcement.

86. (D) A is false but R is true
Trial-and-error learning is not recommended for students with severe intellectual disabilities, as repeated errors produce frustration and reinforce incorrect responses. Errorless learning is the preferred approach because it guides learners directly to correct responses. Therefore, the assertion advocating trial-and-error is false, while the reason explaining the benefits of errorless learning is true.

87. (D) Errorless learning using physical prompts
Guiding a student's hand immediately to the target word upon presenting the stimulus prevents the child from choosing an incorrect option. This scenario exemplifies errorless learning utilizing immediate full physical prompting. This proactive guidance ensures that the student associates the spoken word with the correct written text without experiencing failure or internalizing incorrect choices.

88. (A) Use of high-level intensive prompting
Compared to traditional trial-and-error instruction, errorless learning requires higher levels of intensive prompting from special

Click Here to Buy book on Amazon

educators during initial instruction. Teachers must deliver immediate, precise prompts—such as physical or visual cues—to prevent incorrect responses entirely, systematically fading these supports only as the student demonstrates consistent accuracy across consecutive learning trials.

89. (B) Full physical prompt guidance
In the hierarchy of instructional prompts, a full physical prompt is considered the most intrusive level of support. It involves hand-over-hand physical guidance where the educator directly controls the student's movements to complete a task. As independence grows, full physical prompts are faded to less intrusive supports, such as partial physical, modeling, or verbal cues.

90. (B) Initial skill acquisition phase for new targets
The "most-to-least" prompting strategy starts with the highest level of assistance needed to ensure correct response execution and systematically reduces prompt intensity as the student demonstrates skill mastery. This approach is primarily utilized during the initial skill acquisition phase to establish target behaviors accurately, prevent errors, and build confidence before fading assistance.

91. (A) Constant time delay
Constant time delay is a systematic prompt-fading procedure where a fixed interval of time—such as three seconds—is inserted between the presentation of the instructional stimulus and the delivery of the prompt. This predictable delay gives the student a brief opportunity to respond independently before receiving corrective assistance, promoting independent skill execution.

92. (C) To prevent prompt dependency and build independence.
The primary pedagogical purpose of fading prompts in special education is to systematically reduce teacher assistance, preventing prompt dependency and fostering learner independence. Fading gradually transfers control from artificial instructional prompts to natural environmental cues, ensuring that the student learns to execute target skills autonomously across varied real-world settings over time.

93. (B) I -> II -> III -> IV
A most-to-least prompting hierarchy arranges supports from highest to lowest intrusiveness. The correct fading sequence begins with full physical guidance (I), reduces to partial physical assistance (II), moves to visual modeling (III), and ends with verbal cues (IV) before complete independence, ensuring that the learner receives maximum support initially and transitions gradually toward self-sufficiency.

94. (C) Fading physical prompts to a gestural prompt
Transitioning from hand-over-hand guidance to touching the elbow, and finally to pointing at a pencil, illustrates prompt fading across different levels of intrusiveness. This systematic reduction shifts support from a full physical prompt down to a partial physical prompt, and ultimately to a gestural prompt, helping the child transition toward independent task initiation.

NODIA

95. (B) Modelling prompt – The teacher demonstrating the exact action the student needs to perform
A modeling prompt occurs when an educator directly demonstrates the target behavior or physical action that the student is expected to imitate. Showing the precise action provides a clear visual model. The remaining options incorrectly match prompt definitions, such as confusing verbal commands with gestural cues or physical guidance with pointing actions.

96. (D) Sociocultural Theory (ZPD) – Lev Vygotsky
The educational concept of scaffolding is rooted in Lev Vygotsky's Sociocultural Theory of cognitive development and his concept of the Zone of Proximal Development. Scaffolding refers to temporary instructional supports provided by a more knowledgeable other that enable a learner to complete tasks slightly beyond their independent capabilities, gradually withdrawn as competence increases.

97. (A) Providing sentence starters that are gradually faded out.
Applying scaffolding for a student with a specific learning disability in writing involves offering temporary, structured supports—such as sentence starters, graphic organizers, or word banks—that reduce cognitive burden. As the student develops confidence and writing competence, these temporary instructional

aids are systematically faded out, encouraging independent, autonomous writing performance over time.

98. (C) Scaffolding and release of responsibility
Providing a multi-step checklist to guide mathematical problem solving and replacing it with abbreviated versions before removing it entirely demonstrates scaffolding. This systematic reduction of temporary visual support aligns with the gradual release of responsibility model, guiding the student from assisted performance toward independent cognitive mastery of complex problem-solving procedures.

99. (A) I, II, and IV only
Scaffolding strategies include segmenting complex tasks into manageable steps, providing visual or verbal supportive aids, and modeling thinking processes aloud using think-aloud strategies. Immediate permanent placement in a special school is a placement decision rather than an instructional scaffolding technique. Therefore, statements I, II, and IV correctly identify scaffolding methods.

100. (D) Scaffolding builds cognitive understanding in the ZPD; prompting targets specific responses.
Scaffolding originates from sociocultural cognitive theory, focusing on constructing flexible cognitive understanding and problem-solving strategies within a student's Zone of Proximal Development. In contrast, prompting originates from behaviorist theory, serving as specific antecedent stimuli designed to elicit exact, observable behavioral or academic responses during structured skill acquisition tasks.

101. (B) Gradual release of responsibility toward independence
The primary objective of the scaffolding process in inclusive pedagogy is the gradual release of instructional responsibility from the teacher to the student. By providing temporary, structured supports that are systematically faded as competence develops, scaffolding empowers learners to achieve autonomous understanding, self-regulation, and independent execution of complex academic tasks over time.

102. (C) Ensuring wide, uncluttered aisles and accessible, height-appropriate workspaces.
Designing physical classroom arrangements for a student using a wheelchair requires prioritizing spatial accessibility and mobility. Educators must maintain wide, uncluttered pathways, remove physical hazards, and provide height-adjustable desks or tables. These structural adjustments guarantee that the student can navigate the classroom independently and comfortably participate in all learning activities alongside peers.

103. (D) Keeping rules few, explicit, visually supported, and positively stated.
Best practice for establishing classroom rules in diverse environments involving children with special needs requires keeping expectations concise, explicit, and visually supported. Rules should be positively stated to emphasize desired behaviors rather than forbidden actions. Clear visual icons and straightforward language ensure comprehension for students with varied cognitive, language, and processing abilities.

104. (A) Designing accessible physical and learning spaces for all from the start.
Applying Universal Design for Learning to classroom management involves proactively designing physical environments, instructional materials, and learning experiences that are inherently accessible to all students from the beginning. Rather than retrofitting adjustments reactively, UDL embeds flexible accommodations, varied engagement options, and multiple accessibility features directly into the foundational classroom structure.

105. (B) Seating the student near the teacher and providing an approved movement zone.
Proactively managing hyperactive behaviors in a student with ADHD involves positioning their desk near the teacher to facilitate subtle redirection and minimize external visual distractions. Additionally, providing an approved movement zone or flexible seating allows the student to release physical energy appropriately without disrupting instruction or leaving the learning environment entirely.

106. (B) They reduce anxiety and ease transitions by providing clear predictability.
Establishing consistent, structured entry and exit routines in an inclusive classroom provides operational predictability that significantly reduces student anxiety. Clear daily expectations help learners with diverse needs, such as those with autism or emotional difficulties, transition

Downloaded from www.pdf.tube

smoothly between environments, mentally prepare for instruction, and maintain behavioral self-regulation throughout school days.

107. (A) Reactive punishment is more effective than proactive environmental structuring.
Effective inclusive classroom management emphasizes proactive strategies—such as structuring physical spaces, establishing visual schedules, and using positive reinforcement—over reactive punishment. Punitive measures often increase anxiety and challenging behaviors without teaching replacement skills. Thus, claiming reactive punishment is more effective than proactive environmental structuring is incorrect regarding inclusive classroom management principles.

108. (C) Response cost
Response cost is a behavior modification technique where a specific quantity of previously earned reinforcers, such as tokens or privileges, is removed following the occurrence of an inappropriate target behavior. This procedure serves as a negative punishment strategy aimed at systematically decreasing the future frequency of unwanted classroom behaviors.

109. (D) Differential Reinforcement of Incompatible behavior
Differential Reinforcement of Incompatible behavior involves systematically reinforcing a specific behavior that physically prevents the occurrence of an undesirable target behavior. Reinforcing a child for keeping their hands in their pockets directly prevents them from hitting peers, as both actions cannot be executed simultaneously, thereby effectively reducing the aggressive behavior.

110. (C) Physical punishment and mental harassment
Under Section 17 of the Right of Children to Free and Compulsory Education Act, 2009, physical punishment and mental harassment are strictly prohibited in all educational institutions. This statutory mandate applies universally to every child, including children with special needs, protecting their physical safety, emotional dignity, and fundamental right to harm-free education.

111. (D) A is false but R is true
Response cost involves removing a earned positive reinforcer to decrease an unwanted behavior, classifying it as negative punishment rather than negative reinforcement. Negative reinforcement increases a desired behavior by removing an aversive stimulus. Therefore, the assertion classifying response cost as negative reinforcement is false, while the reason explaining both behavioral terms correctly is true.

112. (D) Functional Behavior Assessment (FBA)
A Functional Behavior Assessment is a structured evaluation process used to identify the specific environmental purpose or function behind challenging student behaviors. By systematically observing antecedents, target actions, and consequences, special educators determine why a behavior occurs, allowing them to design targeted positive behavioral intervention plans and teach appropriate replacement behaviors.

NODIA

113. (A) Shaping – Reinforcing successive approximations of a desired target behavior
Shaping is a behavior modification technique that involves systematically reinforcing successive approximations toward a final desired target behavior. This method breaks a complex behavior into incremental steps, rewarding gradual improvements. The remaining options misdefine behavioral concepts, such as confusing time-out with reward delivery or misidentifying extinction as adding reinforcement following behavioral meltdowns.

114. (C) It reduces cognitive load and anxiety through predictability.
Establishing a highly predictable daily routine is vital for children with special needs, especially those with autism spectrum disorder or anxiety conditions. Consistent schedules minimize environmental uncertainty, lower cognitive load, and reduce stress associated with unexpected transitions. Predictability promotes emotional stability, helping students focus attention on learning rather than managing environmental anxiety.

115. (A) Pictures or simple words ordered chronologically to show activities.
A visual schedule in a special education classroom utilizes clear pictures, visual icons, or simple written words arranged in chronological order to depict upcoming daily activities. This visual structure provides clear expectations, supports receptive language processing, and assists students—particularly those with autism

or developmental delays—in navigating daily transitions independently.

116. (D) Using visual timers or verbal advance warnings before activity completion.
Facilitating smooth transitions between classroom activities requires providing advance notification to allow students to mentally prepare for schedule changes. Using visual timers, auditory signals, or verbal count-downs before ending an activity reduces transition anxiety, prevents behavioral resistance, and supports emotional self-regulation for children with special educational needs.

117. (B) To visually show that a preferred activity follows task completion.
A "First/Then" board is a simple visual management tool that displays a required instructional task ("First") alongside a highly preferred activity or reward ("Then"). By visually applying Premack's principle, it helps students with special needs understand task expectations and recognize that completing work leads directly to desired outcomes.

118. (C) A Social Story outlining the upcoming change and expected responses.
When routine disruptions occur, providing a Social Story is an effective pedagogical strategy for individuals with Autism Spectrum Disorder. A Social Story uses clear, descriptive language and visual supports to explain the upcoming schedule change, why it is happening, and appropriate responses, thereby mitigating anxiety and facilitating adaptive behavior.

119. (D) Use a visual countdown and cue in class before the bell rings.
To help a student who experiences sensory distress from unexpected loud noises, the teacher should establish environmental predictability. Providing a visual countdown, verbal warning, or cue prior to the bell ringing prepares the student mentally and sensory-wise, enabling them to use coping strategies like covering ears without experiencing sudden panic.

120. (A) Integrating learners' cultural, linguistic, and community background into teaching.
Culturally Responsive Pedagogy in special education involves explicitly integrating students' cultural backgrounds, primary home languages, and community experiences into daily instructional practices. This approach validates diverse identities, enhances academic relevance, builds on prior knowledge, and ensures that special education services respect cultural diversity while providing effective individualized learning interventions.

121. (B) Use functional skills examples reflecting local community culture.
An inclusive educator practicing culturally responsive pedagogy incorporates functional skills examples, instructional contexts, and learning materials that reflect the student's local community culture and lived experiences. This practice renders abstract concepts meaningful, leverages familiar cultural knowledge to scaffold instruction, and honors the learner's cultural identity within the special education curriculum.

122. (B) How overlapping marginalized identities create unique discrimination requiring tailored support.
Intersectionality refers to how overlapping aspects of social identity—such as disability, gender, socio-economic status, ethnicity, and language—intersect to create unique forms of systemic disadvantage or discrimination. In culturally responsive special education, understanding intersectionality enables educators to provide tailored support that addresses the multifaceted realities of diverse learners.

123. (A) It leverages prior cultural knowledge to scaffold learning meaningfully.
Incorporating local folk tales into reading comprehension tasks for a tribal student leverages the learner's existing cultural knowledge, making unfamiliar language concepts accessible and relatable. This culturally responsive strategy strengthens reading engagement, builds conceptual understanding through familiar contexts, and scaffolds learning effectively without compromising overall academic rigor or expectations.

124. (C) Aligning vocational goals with local trades and community jobs.
Planning transition and vocational goals through a culturally responsive lens requires aligning instruction with the practical trades, economic realities, and employment opportunities available in the student's local community. This alignment ensures that skills taught are culturally relevant, socially functional, and realistically applicable

Click Here to Buy book on Flipkart

for post-school independent living and local integration.

125. (D) Enforcing a strict, uniform cultural norm and penalizing culturally specific expressions
Culturally responsive special education values diversity, incorporates multilingual approaches, partners with families, and utilizes culturally fair assessments. Enforcing a strict, uniform cultural norm while penalizing culturally specific expressions directly violates culturally responsive principles, as it marginalizes minority backgrounds and creates attitudinal barriers to inclusive educational development.

126. (C) By using dynamic assessment and culturally adapted testing materials.
To eliminate cultural bias during diagnostic evaluations of diverse students with special needs, educators should utilize dynamic assessment methodologies and culturally adapted testing materials. These flexible, contextualized tools evaluate learning potential and responsiveness to instruction, preventing language differences or unfamiliar cultural contexts from being misdiagnosed as cognitive or learning disabilities.

127. (B) Barrier-free environments, including ramps and tactile pathways.
Under the Rights of Persons with Disabilities Act of 2016, a major infrastructural barrier to inclusive education is the lack of physical accessibility in school facilities. Establishing barrier-free environments—such as installing ramps, accessible toilets, tactile pathways, and wide doorways—is required to ensure that students with mobility and sensory impairments navigate school grounds safely and independently.

128. (D) General teachers feeling untrained to teach CWSN, causing inclusion resistance.
A significant attitudinal barrier to implementing inclusive pedagogy is general education teachers feeling underprepared or inadequately trained to support children with special needs. This lack of self-efficacy often breeds anxiety, resistance to classroom adaptations, and skepticism regarding inclusion, highlighting the urgent need for comprehensive professional development and ongoing collaborative support systems.

129. (A) Lack of cross-disability modules in pre-service teacher training programs.
A major challenge in teacher training for inclusive education is the historical absence of comprehensive cross-disability modules within general pre-service teacher preparation programs. Consequently, mainstream educators often graduate without practical knowledge of differentiated instruction, accommodations, or adaptive pedagogy required to support diverse learners with varying sensory, cognitive, and physical needs.

130. (C) Covering large geographic blocks, limiting visit frequency for individual CWSN.
Under the Samagra Shiksha Abhiyan framework, itinerant special educators encounter significant resource challenges, particularly being assigned to cover vast geographical blocks with numerous scattered schools. Traveling extensive distances restricts the frequency and duration of direct support visits for individual students with special needs, making continuous, systematic individualized instruction difficult to maintain consistently.

131. (A) High pupil-teacher ratios and heavy syllabus demands on general teachers.
Implementing individualized pedagogy, such as Individualized Education Programmes, in mainstream classrooms is severely challenged by high pupil-teacher ratios and rigid, heavy syllabus completion expectations. General education teachers often struggle to allocate time for individualized pacing, detailed task analysis, and specific accommodations when managing large, overcrowded classes under strict academic deadlines.

132. (D) They force teaching to the test, reducing flexibility for differentiation.
Rigid, standardized assessment structures negatively affect inclusive pedagogy by compelling educators to teach strictly to high-stakes tests. These rigid frameworks reduce instructional flexibility, discourage curriculum differentiation, and penalize students with special needs who require alternative modes of expression, flexible pacing, or modified evaluation methods to demonstrate their actual academic mastery.

Downloaded from www.pdf.tube

133. (B) Utilizing community rehabilitation and training local volunteers as aides.
Overcoming resource constraints in rural inclusive education requires mobilizing local community rehabilitation workers, families, and trained community volunteers to serve as classroom aides. Utilizing community-based support systems builds local capacity, provides essential assistance to teachers, and expands educational access for children with special needs without depending solely on scarce institutional funding.

134. (C) Implementing a whole-school approach with seamless teacher collaboration.
The National Education Policy 2020 emphasizes promoting inclusive pedagogy through a whole-school approach that fosters seamless collaboration between general educators, special educators, school leaders, and parents. This collaborative strategy ensures shared responsibility, continuous professional development, integrated resource sharing, and schoolwide commitment to creating supportive, barrier-free learning environments for all children.

135. (D) Engagement, Representation, and Action or Expression
Universal Design for Learning is recognized as a best pedagogical practice because it offers flexible instructional frameworks based on three core principles: providing multiple means of engagement to motivate learners, multiple means of representation to present information, and multiple means of action or expression to allow students to demonstrate mastery.

136. (B) Rehabilitation Council of India (RCI)
In India, the Rehabilitation Council of India is the statutory body responsible for regulating, standardizing, and monitoring training programs for special educators and rehabilitation professionals. RCI establishes professional qualifications, accredits special education degree and diploma programs, and maintains the Central Rehabilitation Register to ensure quality standards across special education pedagogy.

137. (B) Inclusion is a shared schoolwide culture involving all staff and parents.
The "Whole-School Approach" to inclusive education frames inclusion as an overarching, shared schoolwide culture rather than the isolated responsibility of special education staff. It engages school leaders, general teachers, support staff, students, and parents in creating accessible physical environments, positive social climates, and collaborative instructional practices that accommodate diverse learners universally.

138. (A) Capacity building to empower general educators for diverse needs.
Organizing professional development workshops to train general education teachers in task analysis, peer tutoring, and visual schedules directly addresses capacity building. Empowering mainstream teachers with practical special education strategies enhances instructional efficacy, reduces resistance to inclusion, and fosters an adaptive environment capable of addressing diverse learning needs within regular classrooms.

NODIA

139. (A) Using speech-to-text software or word processors for written work.
For a student with dysgraphia—a specific learning disability affecting fine motor writing abilities—assistive technology provides essential pedagogical accommodations. Utilizing speech-to-text software or digital word processors enables the student to bypass fine motor writing difficulties and express their knowledge, ideas, and composition skills fluently without being hindered by writing fatigue.

140. (C) It leverages early neuroplasticity to maximize learning outcomes.
The primary pedagogical justification for early intervention in special education is leveraging heightened neuroplasticity during early childhood development. Providing targeted developmental support, sensory enrichment, and therapeutic interventions during early formative years optimizes brain development, remediates emerging skill deficits, minimizes secondary complications, and significantly enhances long-term learning and independence outcomes.

****

CHAPTER 05
Individualized Educational Programme (IEP)

1. In the context of Special Education in India, which of the following best defines an Individualized Educational Programme (IEP)?
(A) A generalized syllabus prescribed by the NCERT for all children with disabilities in inclusive schools
(B) A written document outlining specific, tailored educational goals and services for a specific student with a disability
(C) A standardized medical treatment plan developed by the Rehabilitation Council of India (RCI)
(D) A financial assistance scheme under Samagra Shiksha for purchasing assistive devices

2. What is the primary rationale behind developing an IEP for a Child with Special Needs (CWSN)?
(A) To provide a basis for exempting the child from all academic assessments
(B) To legally separate the child from general education classrooms
(C) To evaluate the teaching efficacy of general education teachers
(D) To ensure the child receives instruction that addresses their unique cognitive, physical, and behavioural needs

3. An IEP shifts the focus of educational planning from:
(A) Curriculum-centered instruction to student-centered instruction
(B) Individual needs to systemic curriculum goals
(C) Deficit-based models to institution-based models
(D) Formative assessment to purely summative assessment

4. Which of the following statements about an IEP is incorrect?
(A) It acts as a legally binding document between the school and parents
(B) It outlines the present level of educational performance of the student
(C) It guarantees that the student will achieve all the stated academic goals within the year
(D) It details the special education and related services the student will receive

5. Consider the following statements regarding the historical background of the IEP concept:
I. The concept of IEP gained international legal prominence through the US Education for All Handicapped Children Act (PL 94-142) in 1975.
II. In India, the IEP process forms a mandatory practicum component in all B.Ed. Special Education programmes recognized by the RCI.
III. The IEP was originally developed exclusively for students with giftedness and later adapted for disabilities.
Which of the statements given above are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

6. The evolution of special education policy in India integrated the concept of individualization primarily through which framework?
(A) The District Primary Education Programme guidelines for primary school inclusion
(B) The University Grants Commission mandates on inclusive higher education policy
(C) The National Council for Teacher Education guidelines for general B.Ed. courses
(D) The Integrated Education for Disabled Children scheme and Samagra Shiksha

7. According to the Rights of Persons with Disabilities (RPwD) Act, 2016, which concept closely aligns with the legal mandate for an IEP?
(A) Universal standardization of academic curriculum and assessment
(B) Provision of reasonable accommodation and individualized support
(C) Total exemption from compulsory basic

Click Here to Buy book on Amazon

elementary education
(D) Automatic promotion across grades without formal assessment

8. A regular school principal refuses to allow the special educator to draft a customized learning plan for a student with Specific Learning Disability (SLD), stating that all students must follow the exact same state board syllabus without exception. This refusal violates the provisions of which legal framework?
(A) Rehabilitation Council of India Act, 1992
(B) The National Trust Act for Persons with Disabilities, 1999
(C) Rights of Persons with Disabilities (RPwD) Act, 2016
(D) The Mental Healthcare Act for Special Institutions, 2017

9. Section 16 of the RPwD Act, 2016 mandates educational institutions to provide inclusive education. Which of the following is a specific requirement under this section that supports the IEP framework?
(A) Providing elementary education exclusively within specialized and segregated special school settings
(B) Ensuring students with visual impairments learn only basic vocational practical skills
(C) Grouping all enrolled children with disabilities together in a single dedicated classroom
(D) Providing individualized support in environments maximizing academic and social development

10. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The RPwD Act, 2016 emphasizes the need for individualized support for Children with Special Needs (CWSN) in educational settings.
Reason (R): Individualized support guarantees the provision of reasonable accommodation to overcome barriers to learning.
In the context of the above statements, which of the following is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

NODIA

11. An IEP ensures accountability in the special education process primarily by:
(A) Penalizing general and special educators financially whenever a student fails an examination
(B) Establishing measurable objectives to track student progress and service delivery
(C) Mandating that parents assume complete instructional responsibility for academic teaching at home
(D) Removing institutional accountability of the school for the child's overall academic growth

12. From an educational perspective, why is an IEP necessary for a child with moderate Intellectual Disability (ID) in an inclusive school?
(A) Because state legislation legally mandates evaluating them under a completely separate formal board examination structure
(B) Because their learning pace and developmental trajectory require targeted interventions beyond regular curriculum
(C) Because social interaction with non-disabled peers is legally impossible without a formalized written agreement
(D) Because institutional authorities mandate the document purely for financial auditing and funding requirements

13. Which of the following is an example of a functional objective in an IEP?
(A) The student will accurately solve 10 two-digit addition problems
(B) The student will accurately read a 50-word paragraph with 90% oral accuracy
(C) The student will independently wash hands after using the toilet
(D) The student will identify the capital cities of five Indian states

14. Which of the following is NOT an objective of developing an IEP?
(A) To set appropriate learning expectations based on the student's current performance
(B) To outline the specific accommodations needed for the student to access the curriculum
(C) To determine the timeline and frequency of specialized services
(D) To formally diagnose the child with a specific medical disability category

15. Consider the following statements regarding the objectives of an IEP:

I. Academic objectives focus on areas like reading, writing, and mathematics aligned with the general curriculum.

II. Functional objectives address daily living skills, social-emotional development, and mobility.

III. An IEP should strictly contain either academic objectives or functional objectives, never both.

Which of the statements given above is/are correct?

(A) I only
(B) I and II
(C) II and III
(D) I, II, and III

16. In the context of an IEP, which characteristic differentiates it the most from a general regular lesson plan?

(A) It is prepared and structured systematically by a certified professional teacher
(B) It incorporates measurable learning outcomes aligned with instructional objectives
(C) It is tailored exclusively to the baseline needs of an individual student
(D) It requires effective instructional time management during daily implementation

17. While a regular lesson plan primarily focuses on curriculum delivery for an entire class, an IEP primarily focuses on:

(A) Delivering standardized curricular content through a single universal teaching method
(B) Student-specific remediation, accommodations, and targeted goals
(C) Administering standardized summative testing procedures for all class students
(D) Managing the general physical infrastructure and seating setup of the classroom

18. A resource teacher in a government school is tasked with teaching an inclusive class. She plans an activity on plant parts for 30 students, but writes a specific step detailing how Aarav, a student with Visual Impairment (VI), will explore a tactile diagram of a leaf during the activity. What does Aarav's specific step represent?

(A) A major structural modification of the overall general state board curriculum
(B) A standard classroom lesson plan objective meant for all enrolled students
(C) An extracurricular transition plan designed for non-academic school activities
(D) A component derived from his Individualized Educational Programme

19. An effective IEP must possess which of the following characteristics?

(A) Specificity and measurability in its stated goals
(B) Vagueness to allow maximum flexibility for the teacher
(C) Uniformity with the IEPs of other students with the same disability
(D) Implementation solely by the child's parents

20. Match the guiding principles of IEP development in List I with their descriptions in List II.

List I: (Guiding Principle)

P. Principle of Individualization
Q. Principle of Collaboration
R. Principle of Measurability
S. Principle of Least Restrictive Environment (LRE)

List II: (Description)

1. Setting goals that can be quantified and tracked over time
2. Educating the child in an environment with non-disabled peers to the maximum extent appropriate
3. Tailoring strategies to the unique strengths and needs of the child
4. Working jointly with parents, teachers, and specialists

(A) P-3, Q-4, R-1, S-2
(B) P-3, Q-1, R-4, S-2
(C) P-2, Q-4, R-1, S-3
(D) P-4, Q-3, R-2, S-1

21. Which principle ensures that an IEP is not simply a carbon copy of a standardized curriculum for children with disabilities?

(A) Principle of Individualization
(B) Principle of Learning Generalization
(C) Principle of Teacher Accountability
(D) Principle of Educational Segregation

22. In the IEP development process, who among the following is considered a core member of the IEP team rather than an extended member?

(A) The District Education Officer (DEO)
(B) The Medical Chief Officer
(C) The Vocational Rehabilitation Counselor
(D) The Special Educator

Downloaded from www.pdf.tube

23. In cases where a child has a Speech and Language Disorder, which professional becomes a mandatory active member of the IEP team for goal-setting?
(A) Pediatric Physiotherapist
(B) Speech-Language Pathologist
(C) Senior Orthopedic Surgeon
(D) Certified Clinical Psychologist

24. What is the primary role of the Special Educator in the IEP team?
(A) To legally certify the degree of disability required for acquiring a UDID card
(B) To prescribe pharmacological medication for clinical behaviour management
(C) To assess needs, draft goals, and coordinate IEP implementation
(D) To manage overall discipline and classroom routines for all general students

25. Consider the following statements regarding the role of parents in the IEP process:
I. Parents have the right to participate in IEP meetings and contribute to goal-setting.
II. Parental consent is legally required before initial special education services can be provided.
III. Parents are responsible for formally assessing the child's IQ before the IEP meeting.
Which of the statements given above are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

26. The active participation of parents in the IEP team is crucial primarily because:
(A) Parents provide key insights into developmental history, home behaviour, and functional skills
(B) It significantly reduces the administrative and instructional workload of the special educator
(C) Parents are legally required to fund all specialized educational services out of their own pocket
(D) Parents alone carry the full responsibility for implementing academic goals in home environments

27. What is the key responsibility of the general classroom teacher in the IEP team?
(A) Conducting complex standardized psychometric intelligence tests and clinical psychological evaluations
(B) Providing general instruction, implementing accommodations, and supporting social integration
(C) Providing specialized physical therapy and motor rehabilitation during regular physical education classes
(D) Drafting all legal documentation and official compliance reports required under the RPwD Act

28. A student with Autism Spectrum Disorder (ASD) is exhibiting severe sensory overload in a noisy classroom, impacting his ability to focus. The general teacher struggles to manage this. Which member of the IEP team should primarily be consulted to provide strategies for sensory regulation?
(A) Speech Therapist
(B) Occupational Therapist
(C) Audiologist
(D) Orientation and Mobility Specialist

29. While a special educator focuses on the academic and pedagogical adaptations in an IEP, a Physiotherapist (PT) focuses on:
(A) Gross motor skills, mobility, and posture
(B) Fine motor skills like handwriting and cutting with scissors
(C) Articulation and expressive language
(D) Vocational training and job placement

30. Which of the following is the most vital role of the school administrator or principal regarding the IEP process?
(A) Directly teaching specialized subjects inside the resource room to all enrolled students on a daily basis
(B) Writing and finalizing all individualized annual academic goals for every CWSN enrolled in the school
(C) Ensuring institutional compliance, resource allocation, and administrative support for inclusion
(D) Diagnosing and certifying students clinically with specific learning disabilities and cognitive deficits

31. Incorporating the student into their own IEP team meetings (when age-appropriate) primarily fosters:
(A) A complete reduction in parental legal authority
(B) A significantly shorter written IEP document

NODIA

(C) Immediate mastery of all annual academic goals
(D) Self-determination and self-advocacy

32. Which of the following is the correct first step in the formal IEP process?
(A) Writing the Annual Goals
(B) Placement in a Special School
(C) Referral and Identification
(D) Reviewing the IEP

33. Before a formal referral is made for special education evaluation, schools often implement a pre-referral intervention process. What is the primary purpose of this pre-referral stage?
(A) To formally label the child as disabled as quickly as possible to meet state administrative requirements
(B) To try general classroom adjustments to resolve struggles before special education referral
(C) To convince parents that their child should immediately transfer to another specialized institution
(D) To draft the preliminary version of the student's formalized Individualized Educational Programme

34. Who among the following can typically initiate a referral for a special education evaluation?
(A) Exclusively the designated head of the institution or school principal
(B) Exclusively a licensed clinical doctor or certified medical practitioner
(C) The State Commissioner for Persons with Disabilities acting through official decree
(D) Teachers, parents, or counselors observing persistent learning difficulties

35. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Comprehensive educational assessment must be conducted using multiple tools and sources of information before drafting an IEP.
Reason (R): Relying on a single test score may misrepresent a student's actual abilities, strengths, and functional needs.
In the context of the above statements, which of the following is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

36. Which assessment approach is most frequently used to gather functional and academic baseline data for an IEP?
(A) Solely national-level norm-referenced standardized board examinations
(B) Projective personality inventories and clinical psychoanalytic assessments
(C) Curriculum-Based Measurement and criterion-referenced tests
(D) Standardized adult employment aptitude and vocational skill assessments

37. What does the acronym PLAAFP stand for in the context of an IEP?
(A) Present Level of Academic Achievement and Functional Performance
(B) Projected Level of Academic Achievement and Future Performance Options
(C) Personal Learning and Academic Assessment Formulation Programme
(D) Primary Level of Applied Academic and Functional Progress Planning

38. The PLAAFP statement is considered the foundation of the IEP because:
(A) It legally dictates the official final examination schedule and venue for the student
(B) It provides a binding legal waiver exempting the student from regular school attendance
(C) It determines the official tuition fees and financial charges parents are required to pay
(D) Annual goals and support services derive directly from its baseline data

39. Which of the following statements represents a poorly written PLAAFP component because it lacks specificity?
(A) "Sunita can read 45 words per minute at a 3rd-grade reading level."
(B) "Rahul struggles with mathematics and is not doing well."
(C) "Amit requires verbal prompting to transition between tasks 80% of the time."
(D) "Pooja can independently tie her shoelaces in 3 out of 5 trials."

40. Consider the following components of a Present Level of Academic Achievement and Functional Performance (PLAAFP) statement:

Click Here to Buy book on Flipkart

I. Student's current academic performance and test scores.
II. Description of how the disability affects involvement in the general curriculum.
III. The student's functional skills (e.g., social, behavioral, daily living).

Which of the above must be included in a comprehensive PLAAFP statement?
(A) I and II
(B) I and III
(C) II and III
(D) I, II, and III

41. An annual goal in an IEP should ideally be achievable within:
(A) One month
(B) Three years
(C) The student's entire schooling duration
(D) One academic year (12 months)

42. Which of the following is a key characteristic of a well-written IEP annual goal?
(A) It identifies a specific, observable, and measurable skill
(B) It relies primarily on subjective personal teacher feelings and opinions
(C) It states what the classroom teacher will do, rather than the student
(D) It focuses exclusively on negative aspects of what the student cannot do

43. Short-term objectives or benchmarks in an IEP are designed to:
(A) Permanently replace the primary annual goals during mid-year evaluation reviews
(B) Break down annual goals into smaller, sequentially measurable steps
(C) Serve as standard learning goals for all general education classroom students
(D) Significantly decrease instructional expectations placed on the special educator

44. Identify the correct sequence of IEP components from broadest to most specific:
(A) Short-term Objective → Annual Goal → PLAAFP
(B) PLAAFP → Annual Goal → Short-term Objective
(C) Annual Goal → PLAAFP → Short-term Objective
(D) PLAAFP → Short-term Objective → Annual Goal

45. A Class 4 student with a Specific Learning Disability (Dyslexia) reads at a Class 1 level. The IEP team sets a goal for her to read at a Class 2 level by the end of the year. To track this, they set quarterly targets (e.g., mastering 50 sight words by October). These quarterly targets are known as:
(A) Short-term objectives
(B) Classroom accommodations
(C) Related support services
(D) Transition planning steps

46. In determining special education services, which model allows a CWSN to receive direct specialized instruction for a specific period of the day while remaining in the regular classroom for the rest of the day?
(A) Home-based instruction
(B) Segregated special school
(C) Resource room service
(D) Residential hospital placement

NODIA

47. Which of the following best describes "Related Services" under the IEP framework?
(A) Remedial extra tuition classes provided informally by the class teacher after regular school hours
(B) Core classroom academic instruction provided in foundational subjects like Mathematics and Science
(C) Standard physical education classes and recreational activities routinely provided to all students
(D) Developmental and supportive services enabling a child to benefit from special education

48. In the context of special education, what is the fundamental difference between an "Accommodation" and a "Modification"?
(A) Accommodations exclusively alter what curriculum content the student learns; modifications alter how instructional content is delivered to the student in class
(B) Accommodations are legally reserved only for students with physical disabilities; modifications are legally reserved only for students with severe intellectual disabilities
(C) Accommodations change how a student learns without altering standards; modifications change what is learned by altering standards
(D) There is no functional or legal difference between the two terms; both are used completely synonymously across all sections

of the RPwD Act

49. Providing a student with visual impairment a test printed in Braille instead of standard print is an example of a(n):
(A) Modification
(B) Accommodation
(C) Related Service
(D) Transition Plan

50. Consider the following scenarios:
I. Allowing a student with dysgraphia to use speech-to-text software to write an essay.
II. Reducing the total number of spelling words a student with Intellectual Disability has to learn from 20 to 5.
III. Providing extra time for a student with ADHD to complete a math test.
IV. Assigning a 5th-grade student with severe cognitive delay a 1st-grade level reading comprehension task.
Which of the above are examples of Modifications?
(A) I and III
(B) II and IV
(C) I, II, and III
(D) III and IV

51. According to standard assessment accommodations (such as board guidelines for CWSN), which of the following is commonly provided to a student with severe Locomotor Disability affecting both upper limbs?
(A) Provision of a scribe and compensatory time
(B) Complete legal exemption from passing any board examination subjects
(C) An automatic allocation of 20% grace marks added to total scores
(D) Assignment of a totally different state board academic syllabus

52. Why must assessment accommodations listed in the IEP align with classroom accommodations?
(A) To ensure the student is systematically exposed to unfamiliar testing tools during exams to test adaptability
(B) To deliberately increase the overall difficulty level and rigor of the summative examination
(C) Because testing should use methods and supports familiar from daily instruction
(D) To ensure the general education teacher has significantly less paper marking to do after exams

53. An unethical practice regarding examination accommodations for a student with an IEP would be:
(A) The scribe answering questions independently using their own knowledge
(B) Providing a separate quiet room to a student with severe ADHD during exams
(C) Allowing a student with low vision to utilize an approved magnifying glass
(D) Granting designated extra time strictly as stipulated by examination board rules

54. The principle of Least Restrictive Environment (LRE) in placement decisions means:
(A) CWSN should always be placed in special schools to prevent bullying
(B) CWSN should be kept at home if they have severe disabilities
(C) CWSN should be placed in regular classrooms without any support to ensure equality
(D) CWSN should be educated with non-disabled peers to the maximum extent appropriate

55. Consider the following placement options:
I. Regular classroom with consultative support
II. Full-time special education classroom
III. Resource room for part of the day
Which of the following is the correct arrangement of these options from the LEAST restrictive to the MOST restrictive environment?
(A) II → III → I
(B) I → II → III
(C) I → III → II
(D) III → I → II

56. Which factor should heavily influence the IEP team's decision regarding a student's placement?
(A) The administrative convenience of the school management
(B) The school's current financial budget for special educators
(C) The child's educational and functional needs
(D) The overall social and economic status of the family

57. Prior to conducting an IEP meeting, what procedural step is mandatory to ensure parental participation?
(A) Demanding that parents immediately sign a blank IEP authorization form
(B) Asking the child to informally inform their parents verbally at home
(C) Informing parents only after the IEP has been completely written and finalized

NODIA

(D) Sending advance written notice of meeting time, purpose, and attendees

58. During an IEP meeting, a general education teacher disagrees with the special educator about an accommodation. What is the most appropriate professional action?
(A) Discuss the data, focus on student needs, and reach consensus
(B) The special educator should immediately remove the general educator from team meetings
(C) The parents should be asked to mediate and make the final binding administrative decision
(D) The proposed accommodation should be dropped entirely to prevent professional interpersonal conflict

59. Which of the following sections is NOT typically found in a standard IEP document?
(A) Present Level of Academic Achievement and Functional Performance
(B) Detailed family financial and income tax history
(C) Measurable Annual Goals
(D) Description of Special Education and Related Services

60. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The IEP document must clearly state the date on which services will begin and their anticipated frequency, location, and duration.
Reason (R): This level of detail ensures accountability and provides a clear schedule for the delivery of special education services.
In the context of the above statements, which of the following is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

61. How often is an IEP typically required to be formally reviewed and updated by the IEP team?
(A) At least once annually
(B) Once every three years
(C) Once every semester
(D) Only when the child changes schools

62. In addition to the annual review, standard special education practices often mandate a comprehensive reevaluation of the student. What is the standard timeline for this comprehensive reevaluation?
(A) Every 6 months
(B) Annually every year
(C) Every 3 years
(D) At the end of Grade 10

63. What is the primary purpose of the annual IEP review meeting?
(A) To rewrite the PLAAFP statement using the exact same baseline data from the previous year
(B) To determine whether the child's diagnosed disability category has completely disappeared
(C) To formally renew the parents' annual school tuition fees and service contract charges
(D) To evaluate progress, assess goal achievement, and set new annual goals

64. To monitor and track a student's progress toward IEP goals effectively, a special educator should rely on:
(A) Exclusively the student's final year-end formal exam score
(B) The parents' subjective verbal report provided at year-end
(C) Continuous data collection and formative assessment
(D) Subjective guesswork based on observing daily student mood

65. A student with an IEP for behavioural needs has a goal to "reduce out-of-seat behaviour." The teacher keeps a tally counter on her desk to record every time the student leaves the seat without permission. This tracking method is an example of:
(A) Anecdotal narrative recording
(B) Frequency recording
(C) Duration timing recording
(D) Time-sampling observation

66. Under what circumstances would an IEP need to be amended or modified mid-year?
(A) Only when the head of the institution or school principal is administratively replaced
(B) If the general education teacher changes teaching methodology for the entire regular class
(C) Mid-year amendments to an active IEP

Downloaded from www.pdf.tube

document are strictly prohibited under state policy
(D) If the student achieves goals early or fails to make expected progress

67. Can an IEP be amended without convening a full, formal IEP team meeting?
(A) Yes, if parents and school agree in writing to the modifications
(B) No, every single modification legally requires convening the full formal IEP team
(C) Yes, provided the special educator makes the procedural modification independently
(D) No, the Rehabilitation Council of India must officially review and approve all changes

68. Parental consent in the IEP process is legally required for:
(A) The general classroom teacher to teach standard grade-level curriculum
(B) The school administration to conduct mandatory whole-class safety drills
(C) Initial evaluation and provision of special education services
(D) The child to consume daily mid-day meals in the school cafeteria

69. If parents disagree with the school's evaluation of their child, they typically have the procedural right to request a(n):
(A) Independent Educational Evaluation at public expense
(B) Immediate administrative expulsion of the special education teacher
(C) Formal permanent waiver from taking any school-level examinations
(D) Mandatory clinical medical prescription provided for the child

70. Consider the following statements regarding procedural safeguards and confidentiality:
I. IEP records are strictly confidential and protected under privacy laws.
II. Only school personnel with a direct, legitimate educational interest in the child may access the IEP.
III. Schools can freely publish the student's IEP goals on the class notice board for transparency.
Which of the statements given above are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

71. A major challenge in implementing IEPs in inclusive schools under Samagra Shiksha is:
(A) The excessive institutional availability of highly trained special educators across rural areas
(B) Lack of training for general teachers to implement classroom adaptations
(C) Excessive over-involvement of parents in daily academic teaching inside classrooms
(D) The standard academic state curriculum being excessively easy for enrolled CWSN

72. Which strategy is most effective in improving IEP implementation fidelity in a regular school?
(A) Keeping the IEP document permanently locked away so only school principals can access it
(B) Systematically reducing all academic learning expectations of the student down to zero
(C) Fostering co-teaching models and regular collaboration among educators
(D) Completely excluding the student with special needs from all regular classroom activities

73. When writing an IEP, educators are taught to formulate SMART goals. What does the "M" in SMART stand for?
(A) Meaningful
(B) Manageable
(C) Multi-sensory
(D) Measurable

74. Which of the following is an example of a SMART goal?
(A) "Read 60 words correctly per minute from a 3rd-grade passage in 4 of 5 trials by April 2024."
(B) "The student will significantly improve overall reading fluency, comprehension, and decoding skills across all academic subjects."
(C) "The student will exhibit significantly better classroom behavior and display appropriate attention to tasks during most instructional periods."
(D) "The student will learn to thoroughly understand and apply basic mathematical concepts during daily independent seatwork activities."

75. A special educator reviews a draft IEP goal: "Rohan will know his multiplication tables."

NODIA

What is the primary flaw in this goal based on SMART criteria?
(A) It provides far too much specific detail regarding academic skill mastery
(B) It is not measurable or time-bound ("know" is unobservable)
(C) Basic multiplication facts represent an inappropriate subject area for any IEP
(D) It fails to specify the exact related service provider responsible for teaching

76. In a Multidisciplinary IEP team approach:
(A) Professionals cross disciplinary boundaries and formally teach each other their specialized skills (role release)
(B) Professionals work with the child independently with minimal cross-discipline interaction
(C) Only a single designated professional assesses, plans, and delivers interventions for the child
(D) Parents are completely excluded from team consultations and formal goal-setting procedures

77. The defining characteristic of a Transdisciplinary IEP team model is:
(A) "Role release," where a primary provider implements interventions designed across disciplines
(B) Completely isolated individual assessment and separate discipline-specific intervention delivery
(C) Strict adherence to discipline boundaries where no professional shares specialized clinical expertise
(D) Total organizational elimination of specialized therapists from the educational support structure

78. What is the primary advantage of the Transdisciplinary approach over the Multidisciplinary approach for a CWSN?
(A) It significantly increases formal administrative documentation and paperwork requirements
(B) It intentionally results in separate, fragmented, and disconnected therapeutic sessions
(C) It offers an integrated, holistic plan minimizing confusion for child and family
(D) It legally guarantees that the child will no longer require an active IEP in subsequent years

79. Transition planning within an IEP typically begins when the student reaches adolescence (e.g., age 14–16). What is its primary purpose?
(A) To transition the student from specialized education back into general classrooms completely
(B) To prepare the student for transitioning smoothly from elementary levels to middle school grade levels
(C) To transition all financial educational support obligations entirely onto state government agencies
(D) To prepare the student for post-secondary education, vocational training, and adult living

80. Consider the following developmental and functional areas:
I. Vocational skills and employment training.
II. Post-secondary education plans.
III. Independent living skills and community participation.
IV. Early childhood play therapy.
Which of the above are standard components of a Transition Plan for a 16-year-old student with an Intellectual Disability?
(A) I and II
(B) I, II, and III
(C) II, III, and IV
(D) I, III, and IV

81. In the context of transition planning, what does ITP stand for?
(A) Individualized Testing Programme
(B) Individualized Transition Plan
(C) Integrated Teacher Plan
(D) Inclusive Therapy Programme

82. For a student with a severe profound intellectual disability, transition planning is most likely to focus heavily on:
(A) Direct university admissions and higher academic degree programs
(B) Competitive corporate employment and open market job placements
(C) Advanced algebra and complex mathematical reasoning skills
(D) Sheltered workshops, supported living, and basic self-care

83. The success of an IEP in an inclusive setting relies heavily on its relationship with classroom-level adaptations. This means:
(A) Teachers adapt materials and methods to

Click Here to Buy book on Amazon

integrate IEP goals into daily routines
(B) The IEP operates completely independently from instruction inside regular general education classrooms
(C) The special educator delivers instruction targeting IEP goals exclusively during after-school remedial sessions
(D) The general education classroom environment requires zero instructional modifications if an IEP document exists

84. Which framework provides a flexible approach to teaching that helps accommodate the needs of students with IEPs in a general education classroom without stigmatizing them?
(A) Traditional Rote Learning Approaches
(B) Standardized Direct Classroom Instruction
(C) Universal Design for Learning
(D) The Medical Model framework of Disability

85. Consider the following statements regarding the implementation of IEPs under the inclusive education component:
I. Samagra Shiksha provides financial support for the appointment of itinerant special educators to support CWSN.
II. Resource rooms established at block levels act as support centers for IEP implementation.
III. The state government prohibits the use of IEPs in regular government schools.
Which of the statements given above are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

86. How does the concept of Universal Design for Learning (UDL) complement the IEP?
(A) UDL completely replaces individual IEPs by systematically resolving all student learning difficulties
(B) UDL is an instructional framework designed exclusively for application in segregated special school settings
(C) UDL focuses exclusively on physical and architectural facility accessibility such as ramps and wheelchair lifts
(D) UDL offers flexible means of engagement and expression, aiding inclusive goal achievement

87. Under the Right to Education (RTE) Act, 2009 and its subsequent amendments, a child with multiple disabilities or severe disability has the right to opt for:
(A) Permanent exemption and exclusion from formal state education systems
(B) Home-based education supported by a mandatory IEP
(C) Immediate institutionalization within clinical residential facilities
(D) Specialized private education available only in foreign countries

88. A child with Cerebral Palsy (CP) has an IEP goal to improve expressive communication. The team decides to introduce an Augmentative and Alternative Communication (AAC) device. Who is primarily responsible for assessing the child for the specific AAC device?
(A) The regular physical education teacher
(B) The assigned general classroom teacher
(C) Speech-Language Pathologist
(D) The head administrator or school principal

89. An IEP team decides a student needs a specific low-vision aid (e.g., a desktop magnifier). Procuring and ensuring the student knows how to use this device falls under:
(A) Academic modification
(B) Medical surgical intervention
(C) Transition services
(D) Assistive technology services

NODIA

90. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Least Restrictive Environment (LRE) dictates that a child with a disability must be placed in a general education classroom 100% of the time, regardless of the severity of the disability.
Reason (R): The RPwD Act 2016 promotes inclusive education as a fundamental right for all Children with Special Needs.
In the context of the above statements, which of the following is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

91. When writing the Present Level of Academic Achievement and Functional Performance (PLAAFP), the special educator notes: "Aryan becomes easily frustrated during math tasks

and tears his paper." This is an example of documenting:
(A) Standardized academic achievement
(B) Functional performance
(C) Vocational transition planning
(D) Specialized related services

92. Which of the following defines "Task Analysis," a strategy often used to teach short-term objectives in an IEP?
(A) Evaluating overall teaching efficacy based strictly on student examination grades
(B) Breaking down complex skills into smaller sequential steps
(C) Homogeneously grouping classroom students according to estimated IQ score bands
(D) Administering a single high-stakes standardized test at the conclusion of the academic year

93. A teacher aims to teach a student with ID to put on a jacket. The teacher physically guides the student through every step, gradually reducing the physical support as the student learns. This instructional strategy, often written into an IEP, is called:
(A) Fading
(B) Shaping
(C) Chaining
(D) Punishment

94. Prompting is a critical intervention strategy written into many IEPs. Which of the following represents the correct hierarchy of prompts from most intrusive to least intrusive?
(A) Verbal → Visual → Physical
(B) Physical → Visual → Verbal
(C) Visual → Verbal → Physical
(D) Physical → Verbal → Visual

95. In a resource room, a special educator notices that a child with Hearing Impairment (HI) is consistently missing instructions because the regular teacher speaks while facing the blackboard. What is the most immediate action the special educator should take as part of the IEP implementation?
(A) Immediately transfer the child to a specialized school for deaf students
(B) Provide the child with tactile Braille textbooks during general lectures
(C) Disciplinarily punish the student for showing a persistent lack of attention
(D) Advise the regular teacher to face the class directly when speaking

96. "Chaining" is an instructional strategy often used to meet functional IEP goals. Which type of chaining involves teaching the last step of a task first, ensuring the student experiences immediate success and reinforcement?
(A) Forward chaining
(B) Total task presentation
(C) Backward chaining
(D) Conceptual chaining

97. The process of modifying a student's behaviour by reinforcing successive approximations of the desired target behaviour stated in the IEP is known as:
(A) Extinction
(B) Shaping
(C) Generalization
(D) Time-out

98. When evaluating a student's PLAAFP, an educator reviews the student's portfolio. A portfolio assessment in special education is an example of:
(A) Formal standardized testing
(B) Norm-referenced diagnostic testing
(C) Clinical medical diagnosis
(D) Informal assessment

99. Which principle of the National Education Policy (NEP) 2020 directly reinforces the implementation of IEPs in schools?
(A) Fostering the unique capabilities of each student
(B) Enforcing identical standardized curriculum pacing for all students
(C) Systematically segregating children according to socioeconomic background
(D) Focusing instruction purely on rote memorization for board examinations

100. Consider the following timelines associated with the IEP process:
I. Annual Review: Once every year to evaluate goals.
II. Reevaluation: Triennially (every 3 years) to determine continued eligibility.
III. Progress Monitoring: Ongoing throughout the academic year.
IV. Transition Planning initiation: At the age of 5.
Which of the above timelines is incorrectly stated according to standard special education

Downloaded from www.pdf.tube

STUDYING FROM PDFs?

THINK AGAIN.

If you are studying only from PDFs,
you are wasting valuable time.

Research shows that learning from

PRINTED BOOKS has up to

4× HIGHER RETENTION

than studying from screens.

PRINT BOOK = BETTER MEMORY

PDF = LOWER RETENTION

Those who study from **PRINTED BOOKS**
move **AHEAD.**

Others are left **BEHIND**
in competition.

In competitive exams,
being average is not enough.

STAY ONE STEP AHEAD.

practices?
(A) I only
(B) II and III
(C) IV only
(D) I, II, and IV

101. An itinerant teacher travels between multiple rural schools to provide special education support. How does this teacher contribute to the IEP process?
(A) By advising teachers, providing periodic support to CWSN, and tracking IEP goals
(B) By completely replacing the assigned general classroom teacher for all academic subjects
(C) By strictly conducting routine medical checkups for enrolled students without pedagogical input
(D) By focusing instruction exclusively on gifted and high-achieving students within the school

102. Which specific component of the Samagra Shiksha scheme focuses on the educational needs, IEP formulation, and resource support for children with disabilities?
(A) The Mid-Day Meal (MDM) student nutrition and school welfare scheme
(B) Kasturba Gandhi Balika Vidyalaya (KGBV) residential school framework
(C) State Initiative for Quality Education (SIQE) elementary framework
(D) Inclusive Education for Disabled at Secondary Stage (IEDSS) component

103. In the context of IEP implementation, what does "Fidelity of Implementation" refer to?
(A) The personal loyalty and obedience of the student toward the special educator
(B) The degree to which an IEP is delivered as intended and written
(C) The strict legal and financial audit accuracy of the school budget allocations
(D) The legal constitutional right of parents to file lawsuits against the institution

104. Which of the following describes a "co-teaching" model often utilized to implement an IEP in an inclusive classroom?
(A) The special educator teaches CWSN in a separate room while the regular teacher instructs others
(B) Parents provide academic instruction at home while teachers provide separate instruction at school
(C) Special and general educators teach together in one classroom serving diverse students
(D) The school principal simultaneously evaluates classroom performance of both educators together

105. Consider the following methods used for tracking IEP progress:
I. Formative curriculum-based assessments.
II. Direct observation and behavioral checklists.
III. Reviewing work samples and student portfolios.
Which of the above methods are appropriate for a special educator to use?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

106. An IEP goal states: "The student will independently cross the road using pedestrian signals." This goal is a part of:
(A) Orientation and Mobility training
(B) Specialized fine motor skills training
(C) Foundational academic reading training
(D) Specialized speech articulation training

107. Which disability category often requires an IEP goal specifically focusing on "Theory of Mind" or "Social Pragmatics" (understanding social cues and others' perspectives)?
(A) Specific Learning Disability (SLD)
(B) Autism Spectrum Disorder (ASD)
(C) Locomotor Disability
(D) Visual Impairment (VI)

NODIA

108. An IEP for a child with a severe Hearing Impairment (HI) in an inclusive school must prioritize:
(A) Comprehensive and intensive tactile reading instruction in Braille systems
(B) Language development, sign communication, and acoustic accommodations
(C) Specialized physical instruction in independent wheelchair mobility training
(D) Advanced instruction in abstract, complex algebraic problem-solving methods

109. What is a "Baseline" in the context of an IEP?
(A) The student's current performance level before intervention begins
(B) The maximum cognitive potential the child is projected to reach as an adult
(C) The official minimum passing marks legally

16. (C) It is tailored exclusively to the baseline needs of an individual student
While regular lesson plans are designed for an entire classroom group following a standardized curriculum, an individualized plan is customized exclusively to meet the specific baseline performance, strengths, and learning requirements of a single student. This focus on individualization sets it apart from group-oriented instructional plans, ensuring targeted accommodations and specialized goal tracking for the learner.

17. (B) Student-specific remediation, accommodations, and targeted goals
A general classroom lesson plan outlines broad curricular delivery, group instructional strategies, and class-wide assessments. In contrast, individualized educational planning focuses on student-specific requirements, including specialized remedial instruction, necessary environmental or material accommodations, and measurable goals tailored to baseline performance. This targeted approach guarantees that unique learning requirements are met within inclusive educational settings.

18. (D) A component derived from his Individualized Educational Programme
Incorporating a specific sensory modification, such as tactile leaf exploration for a student with visual impairment during a science lesson, illustrates the practical execution of individualized support. These adaptations originate from the student's individualized education plan, which details accommodations required to ensure equal access to general classroom instruction, learning materials, and class activities alongside peers.

19. (A) Specificity and measurability in its stated goals
An effective individualized education plan depends on clearly defined, specific, and measurable goals. Precise goals enable educators to accurately assess student progress, evaluate the success of instructional interventions, and make objective data-driven adjustments over time. Vague objectives or reliance on uniform goals across different individuals hinder effective progress monitoring and compromise the quality of specialized educational support.

20. (A) P-3, Q-4, R-1, S-2
Individualization requires tailoring learning strategies to unique student profiles. Collaboration involves coordinated teamwork among parents, educators, and specialists. Measurability ensures that goals are quantifiable and systematically trackable over time. The least restrictive environment principle mandates educating children alongside non-disabled peers to the maximum extent appropriate, establishing inclusive educational access while serving each student's specific developmental and academic requirements.

21. (A) Principle of Individualization
The principle of individualization mandates that educational strategies, goals, and support services must be formulated according to each student's specific baseline abilities, strengths, and learning challenges. This principle prevents the implementation of standardized, uniform curricula for children with disabilities, ensuring that every plan reflects the distinct developmental profile and academic requirements of the individual learner.

22. (D) The Special Educator
The special educator serves as a core member of the educational planning team, responsible for conducting specialized assessments, drafting targeted goals, and coordinating daily instruction. While district administrative personnel, medical officers, and vocational counselors may provide external consultation, the special educator directly manages, monitors, and implements individualized instruction alongside general educators and parents within the school setting.

23. (B) Speech-Language Pathologist
When a student presents with speech and language disorders, a speech-language pathologist is an essential team member. This professional evaluates communication deficits, articulates specialized therapeutic goals, and recommends communication strategies. Their expertise directly informs language interventions, ensuring that oral expression, receptive language, and functional communication goals are appropriately integrated into the student's broader educational plan.

Click Here to Buy book on Flipkart

dexterity skills
(D) Social interaction and interpersonal communication skills

118. Which of the following is a criterion for terminating an IEP?
(A) The regular academic school year comes to its formal calendar conclusion
(B) The general classroom teacher finds assigned instruction accommodations inconvenient to implement
(C) The student's parents cease making regular school tuition fee payments to the school
(D) The student no longer meets eligibility criteria and needs no specialized instruction

119. In the context of assessing a child for an IEP, what does "ecological assessment" refer to?
(A) Formally testing the student's academic knowledge regarding environmental science subjects
(B) Evaluating skills and behaviour within natural environments like class and home
(C) Scientifically assessing the ecological carbon footprint of the overall school building
(D) Administering a specialized laboratory-based neuroimaging scan or brain EEG exam

120. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): A major barrier to the successful implementation of IEPs in regular inclusive schools is the lack of specific pedagogical training for general educators.
Reason (R): Regular B.Ed. programs have historically focused heavily on the general curriculum, leaving many teachers feeling unprepared to adapt instruction for CWSN.
In the context of the above statements, which of the following is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

121. The "Resource Room" in an inclusive school setting serves as:
(A) A permanent segregated classroom where CWSN spend their entire school day isolated from peers
(B) A specialized administrative staff room reserved exclusively for special educators to take breaks
(C) A school clinical facility utilized primarily for dispensing daily medical treatments and drugs
(D) A dedicated space with specialized materials for targeted part-day IEP instruction

122. Under the RPwD Act 2016, "Benchmark Disability" refers to a person having at least what percentage of a specified disability to be eligible for certain educational entitlements like scribe provision?
(A) At least 40%
(B) At least 20%
(C) At least 30%
(D) At least 10%

123. An IEP specifies that a child needs "Extended Time" on tests. In state board exams, what is the generally prescribed extra time allowed for a CWSN for a 3-hour examination?
(A) 10 minutes per hour (Total 30 minutes)
(B) 20 minutes per hour (Total 60 minutes)
(C) 30 minutes per hour (Total 90 minutes)
(D) Unlimited time

124. The concept of IEP was first introduced in India through which of the following landmark educational policy documents/frameworks?
(A) The Macaulay Minute policy document on Indian Education of 1835
(B) NPE 1986 and Project Integrated Education for the Disabled
(C) The Kothari Commission 1964-66 recommendations on special education
(D) The Sargent Report of 1944 on post-war educational development

125. A parent refuses to sign the initial IEP document because they feel the goals are inappropriate. Legally, what should the school do?
(A) Hold a dispute resolution meeting to address parental concerns and revise the IEP
(B) Unilaterally implement the draft IEP anyway without acquiring mandatory parental consent
(C) Immediately suspend or expel the student with special needs from attending the school
(D) Contact law enforcement or police authorities to compel the parent to sign the document

Downloaded from www.pdf.tube

126. Which of the following is an example of a "Modification" rather than an "Accommodation" in a 7th-grade history class?
(A) Providing the student with a complete audio recording version of the assigned textbook chapter
(B) Allowing the student to complete the scheduled history test inside a separate quiet room
(C) Requiring the student to learn 3 basic facts while others learn full detailed timelines
(D) Highlighting core essential terms directly within the student's regular history textbook

127. What role does a "Clinical Psychologist" typically play in the initial stages of the IEP process?
(A) Directly teaching daily foundational reading and writing skills inside resource rooms
(B) Designing specialized physical exercise and gross motor routines for students
(C) Allocating annual financial budgets and resources for building special resource rooms
(D) Conducting psychometric assessments to determine eligibility and skill profiles

128. In the PLAAFP, stating a student's "strengths" is critical because:
(A) It conclusively proves that the student does not actually require a formal active IEP
(B) It serves primarily as a psychological comfort to make parents feel better about progress
(C) Interventions can be built utilizing existing student strengths and interests
(D) It fulfills a mandatory administrative requirement for securing government funding

129. If a student with an IEP moves from one school to another mid-year, the receiving school should:
(A) Discard the existing transfer IEP and restart the full evaluation process next academic year
(B) Provide comparable services under the existing IEP until evaluated or adopted
(C) Deny admission until local district education officers draft and approve a new IEP
(D) Place the transferred student directly into general classes without specialized support

130. Consider the following advantages of the Transdisciplinary approach in special education:
I. Prevents the "fractionalization" of the child's care.
II. Reduces the number of different professionals handling the child directly.
III. Ensures the general educator never has to learn about disabilities.
Which of the statements given above are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

131. When evaluating a child for an IEP, avoiding "cultural bias" in assessment means:
(A) Using assessment tools culturally and linguistically suited to the student
(B) Administering formal diagnostic tests in a language the child does not comprehend well
(C) Using tests normed on high-income urban populations for a rural tribal student
(D) Completely ignoring the student's unique cultural background during evaluations

NODIA

132. The process of analyzing the discrepancy between a student's cognitive ability (IQ) and their actual academic achievement was historically used to identify which disability for an IEP?
(A) Severe Visual Impairment
(B) Spastic Cerebral Palsy
(C) Specific Learning Disability
(D) Moderate Intellectual Disability

133. Which of the following statements best describes an Individualized Family Service Plan (IFSP)?
(A) A plan focused on early intervention services for infants and toddlers (ages 0-3)
(B) An educational plan functionally identical to an IEP but designed for university students
(C) A government financial assistance and soft loan document provided to eligible parents
(D) A long-term financial retirement and pension plan for adults with severe disabilities

134. An IEP goal for a student with severe physical disabilities focuses on utilizing a switch to activate a computer program. This is an integration of IEP goals with:
(A) General sports curriculum
(B) Vocational manual labour skills
(C) Clinical medical surgery
(D) Assistive Technology

135. Consider the following transition elements:
I. Post-school employment goals.
II. Linkages to adult service agencies.
III. Independent living assessments.
IV. Infant reflex testing.

Which of the above are critical components of a Transition Plan for a high school student with an IEP?
(A) I and II
(B) I, II, and III
(C) II, III, and IV
(D) I, II, III, and IV

136. Under the Samagra Shiksha framework, Home-Based Education (HBE) is primarily designed for:
(A) Exceptionally gifted children who find mainstream classroom teaching unstimulating
(B) All enrolled children diagnosed with mild specific learning disabilities across schools
(C) Children with severe disabilities unable to travel to or attend regular school
(D) Children whose biological parents work full-time as mobile itinerant special teachers

137. Which of the following best demonstrates the principle of "Generalization" in an IEP?
(A) Following instructional directions given by the special educator while ignoring regular teachers
(B) Acquiring a newly taught skill during lesson instruction but forgetting it completely by next day
(C) Reading words accurately in a specific textbook but failing to read them in a different book
(D) Using money learned in resource room to independently buy snacks at the canteen

138. A regular classroom teacher realizes that a CWSN in her class learns best through visual aids. She decides to use graphic organizers and charts for the entire class, not just the CWSN. By using this Universal Design for Learning (UDL) strategy, she is effectively:
(A) Meeting IEP goals seamlessly while benefiting all students and reducing stigma
(B) Directly violating confidentiality regulations by sharing specialized accommodations
(C) Completely ignoring the professional role and guidance of the special educator
(D) Conclusively proving that formal Individualized Educational Programmes are unnecessary

139. In a fully functional inclusive educational ecosystem, the IEP serves as:
(A) A physical and instructional wall separating CWSN from non-disabled peers
(B) A bridge connecting unique student needs to the general curriculum
(C) A complete substitute replacing the official state board academic curriculum
(D) A purely theoretical document developed solely for academic research purposes

140. What is the ultimate capstone goal of implementing an Individualized Educational Programme (IEP) for a CWSN?
(A) To retain the child continuously within the formal school system indefinitely
(B) To promote independent functioning, social integration, and full potential
(C) To satisfy procedural administrative and documentation requirements of the RCI
(D) To permanently relieve biological parents of their daily primary caregiving duties

****

Click Here to Buy book on Amazon

ANSWERS

NODIA

1. (B) A written document outlining specific, tailored educational goals and services for a specific student with a disability
An Individualized Educational Programme serves as a written document in special education outlining personalized learning goals, adaptations, and specialized services tailored to meet a child's unique developmental and academic needs. It establishes structured educational planning, baseline performance tracking, and specific support systems, ensuring that students with disabilities receive appropriate instruction within an inclusive or specialized environment.

2. (D) To ensure the child receives instruction that addresses their unique cognitive, physical, and behavioural needs
Developing an Individualized Educational Programme addresses the specific learning characteristics of children with special needs by providing tailored instructional strategies and accommodations. Standard classroom instruction often fails to accommodate individual learning variations. Therefore, personalized educational planning bridges learning gaps, fosters cognitive and physical development, and provides targeted support necessary for effective academic and behavioral growth in inclusive settings.

3. (A) Curriculum-centered instruction to student-centered instruction
An Individualized Educational Programme shifts instructional methodology away from rigid, uniform syllabus delivery toward addressing the unique learning profile of each student. Rather than forcing learners to conform to a standardized curriculum, educators adapt pedagogical strategies, pace, and evaluation techniques to align with baseline abilities, thereby fostering meaningful participation and equitable learning opportunities across diverse educational settings.

4. (C) It guarantees that the student will achieve all the stated academic goals within the year
An Individualized Educational Programme outlines measurable goals, current performance levels, and required support services, serving as a structured pedagogical and administrative tool. However, it cannot guarantee complete achievement of all goals, as student progress depends on complex developmental, physiological, and instructional factors. It establishes high expectations and accountability without providing absolute outcome guarantees for every stated learning objective.

5. (A) I and II
The Individualized Educational Programme framework gained international legislative recognition under the US Public Law 94-142 in 1975. In India, the Rehabilitation Council of India mandates practical training in developing individual education plans across teacher preparation courses. The concept was created specifically to support children with disabilities rather than originating as an intervention framework designed exclusively for gifted students.

6. (D) The Integrated Education for Disabled Children scheme and Samagra Shiksha
Special education policy in India progressively embedded individual learning support through centrally sponsored schemes. The Integrated Education for Disabled Children scheme introduced provisions for resource support and specialized teaching methods. Subsequently, Samagra Shiksha reinforced individualized intervention plans, resource room support, and flexible instructional strategies within mainstream schools to ensure systemic inclusion for children with special educational needs.

7. (B) Provision of reasonable accommodation and individualized support
The Rights of Persons with Disabilities Act of 2016 mandates inclusive education by requiring educational institutions to provide reasonable accommodations tailored to individual needs. Individualized support ensures that necessary modifications, assistive devices, and appropriate pedagogical strategies are implemented, enabling students with disabilities to access the general curriculum on an equal basis with their non-disabled peers without experiencing discrimination.

8. (C) Rights of Persons with Disabilities (RPwD) Act, 2016
The Rights of Persons with Disabilities Act of 2016 mandates that educational institutions provide reasonable accommodation and individual support to children with disabilities. Denying a customized learning plan to a student with a specific learning disability violates statutory obligations that require schools to adapt curriculum and assessment methods to ensure non-discrimination and equal educational opportunities for all learners.

9. (D) Providing individualized support in environments maximizing academic and social development
Section 16 of the Rights of Persons with Disabilities Act of 2016 obligates educational institutions to foster inclusive environments through appropriate support mechanisms. Schools must provide individualized support to maximize academic and social development, ensuring that children with disabilities participate fully alongside peers rather than being restricted to segregated classrooms or limited to non-academic vocational tasks.

10. (A) Both A and R are true and R is the correct explanation of A
The Rights of Persons with Disabilities Act of 2016 emphasizes individualized support for children with special needs to ensure equal educational access. Individualized support directly guarantees reasonable accommodations, removing environmental, pedagogical, and structural barriers. Thus, providing tailored interventions directly operationalizes the legal principle of reasonable accommodation, fulfilling the statutory mandate of inclusive education across institutions.

11. (B) Establishing measurable objectives to track student progress and service delivery
Accountability in special education is established by setting clear, measurable goals and systematic monitoring procedures within individual learning plans. By defining specific baselines, short-term objectives, and evaluation criteria, educators and service providers can objectively track student progress, assess the efficacy of instructional strategies, and ensure that promised specialized services are consistently delivered as required.

12. (B) Because their learning pace and developmental trajectory require targeted interventions beyond regular curriculum
Children with moderate intellectual disabilities exhibit developmental trajectories and learning paces that differ from grade-level expectations. Standard classroom instruction alone cannot address their unique cognitive and adaptive needs. An individualized plan provides structured adaptations, simplified instructional targets, and functional skill development, enabling meaningful participation and progression within inclusive school environments alongside non-disabled age peers.

13. (C) The student will independently wash hands after using the toilet
Functional objectives target practical daily living skills, adaptive behaviors, and personal independence required for daily life. Handwashing after toilet use represents a self-care routine that enhances daily autonomy and health hygiene. Academic skills like math operations, reading passages, or geographical facts represent academic objectives rather than functional skills focused on life self-sufficiency and independent personal functioning.

14. (D) To formally diagnose the child with a specific medical disability category
An Individualized Educational Programme focuses on pedagogical planning, goal-setting, service delivery, and instructional accommodations for a student with special needs. Formal medical diagnosis is performed separately by qualified medical practitioners or clinical psychologists. Educational planning utilizes diagnostic data to structure learning support, but the formulation of the plan itself is not a diagnostic procedure or clinical medical assessment.

15. (B) I and II
Individualized educational plans address both academic skills, such as reading, writing, and mathematics, and functional areas, including daily living, mobility, and social-emotional development. Effective educational planning combines academic and functional goals tailored to the student's needs, rather than restricting interventions strictly to one domain, ensuring holistic development across school, home, and community environments.

Downloaded from www.pdf.tube

mandated by the state education board
(D) The total operational financial budget allocated for special education services

110. A Class 6 student with an IEP achieves all his annual math and reading goals by December. What is the most appropriate next step for the special educator?
(A) Wait until the onset of the next academic year before introducing any new instructional material
(B) Immediately discharge and remove the student from receiving all special education support services
(C) Reconvene the IEP team to review progress and write new advanced goals
(D) Allow the student to play informal games during resource room periods for the remainder of the year

111. "Token economy" is a behavior modification technique sometimes written into an IEP's behavior intervention plan. It relies on the principle of:
(A) Systematically applying negative reinforcement only
(B) Applying severe physical or verbal punishment techniques
(C) Classical conditioning of involuntary psychological reflexes
(D) Positive reinforcement via secondary reinforcers

112. According to the Rehabilitation Council of India (RCI) Act, 1992, who is legally authorized to sign off as the special educator on an IEP in India?
(A) Any general classroom teacher holding a recognized regular B.Ed. teaching degree
(B) Any licensed medical practitioner possessing a valid clinical MBBS degree
(C) An RCI-registered professional with recognized special education credentials
(D) Any biological parent or legal guardian of an enrolled child with a disability

113. An IEP should always be viewed as a:
(A) Static, fixed administrative document that remains completely unchanged over time
(B) Dynamic, living document changing with student needs and progress
(C) Punitive administrative tool utilized to discipline non-compliant classroom students
(D) Formal medical prescription written strictly for clinical pharmaceutical treatments

114. Article 24 of the UN Convention on the Rights of Persons with Disabilities (UNCRPD) strongly supports the IEP framework by mandating:
(A) Mandatory institutional segregation of persons with disabilities to ensure safety and protection
(B) Complete exemption of children with severe disabilities from compulsory state education frameworks
(C) Creation of a separate standardized global curriculum specifically for all disabled students
(D) Providing reasonable accommodation and support to maximize student development

NODIA

115. Consider the following procedural safeguards available to parents under the IEP framework:
I. Right to receive written notice before evaluations.
II. Right to access and review their child's educational records.
III. Right to veto the general education curriculum for the entire school.
Which of the statements given above are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

116. A common error in developing an IEP is "setting goals too low." This violates which fundamental concept of special education?
(A) The educational principle of systematically lowering academic performance expectations
(B) The clinical principle of promoting institutionalization over mainstream inclusion
(C) Maintaining high expectations to foster maximum individual potential
(D) The fundamental administrative policy concept known as zero reject in admissions

117. When writing an IEP for a student with Dyscalculia, a teacher includes the accommodation of "using a calculator for complex mathematical operations." This accommodation is intended to bypass the student's deficit in:
(A) Basic arithmetic fact retrieval, enabling focus on problem-solving
(B) Advanced textual reading comprehension and narrative decoding abilities
(C) Fine motor handwriting speed and graphic

24. (C) To assess needs, draft goals, and coordinate IEP implementation
The special educator plays a pivotal role in individualized educational planning by evaluating student baseline levels, formulating measurable annual goals, selecting instructional strategies, and coordinating implementation across settings. This professional works collaboratively with general teachers and parents to monitor progress, adapt learning materials, and ensure that special education services and accommodations are delivered continuously.

25. (A) I and II
Parents are essential team members with statutory rights to participate in planning meetings, contribute to goal formulation, and provide informed consent before special education services begin. However, formal psychometric evaluation and IQ testing are conducted by qualified psychologists or trained professionals, not parents, ensuring that diagnostic and assessment data remain standardized, accurate, and objective.

26. (A) Parents provide key insights into developmental history, home behaviour, and functional skills
Parental involvement in educational planning is vital because parents possess critical information regarding their child's developmental history, home routines, personal interests, and functional capabilities outside school. This insight allows educators to construct realistic, culturally relevant goals and ensures consistency between home and school environments, ultimately enhancing the effectiveness and generalization of learning outcomes.

27. (B) Providing general instruction, implementing accommodations, and supporting social integration
The general education teacher delivers standard grade-level instruction, implements classroom accommodations, and promotes social inclusion among all students. By collaborating with special educators, general teachers adapt instructional methods and classroom management techniques to ensure that students with special needs actively participate in general classroom activities while working toward their individualized educational targets.

28. (B) Occupational Therapist
Occupational therapists specialize in addressing sensory processing difficulties, motor coordination challenges, and environmental adaptations. For a student with autism experiencing sensory overload, an occupational therapist evaluates environmental triggers and designs targeted sensory regulation strategies, environmental modifications, or coping routines, enabling the student to maintain focus and comfort within the general education classroom setting.

29. (A) Gross motor skills, mobility, and posture
Physiotherapists focus on physical rehabilitation, gross motor development, functional mobility, and postural control. Within an educational planning team, their role is to assess and enhance a student's physical positioning, balance, transfer techniques, and movement within the school environment, ensuring safe navigation and physical accessibility throughout daily school routines and educational activities.

30. (C) Ensuring institutional compliance, resource allocation, and administrative support for inclusion
School administrators and principals provide leadership by ensuring compliance with legal standards, allocating necessary resources, scheduling staff collaboration, and fostering an inclusive school culture. While they do not directly draft specialized academic goals or conduct clinical diagnoses, their administrative backing ensures that educators possess the time, materials, and structural support required for effective plan implementation.

31. (D) Self-determination and self-advocacy
Including students in their educational planning meetings fosters self-determination and self-advocacy skills. When age-appropriate, student participation enables individuals to express personal preferences, understand their strengths and learning challenges, set realistic personal goals, and take active ownership of their educational journey, preparing them for independent decision-making in post-secondary and adult life contexts.

32. (C) Referral and Identification
The educational planning process systematically begins with referral and identification. When a student demonstrates persistent learning or behavioral difficulties, teachers or parents initiate

Click Here to Buy book on Flipkart

plan, ensuring structured, goal-directed learning delivered through visiting itinerant special educators.

88. (C) Speech-Language Pathologist
Selecting and implementing Augmentative and Alternative Communication devices falls under the domain of a speech-language pathologist. This specialist evaluates the student's receptive and expressive communication capabilities, recommends appropriate low-tech or high-tech communication systems, and trains teachers and parents to support functional communication across daily learning environments.

89. (D) Assistive technology services
Procuring low-vision devices, evaluating specialized equipment, and training students to utilize assistive tools fall under assistive technology services. These support services select, adapt, and implement technological devices that enhance functional independence, enabling students with visual or physical impairments to access general instructional materials and participate in classroom activities.

90. (D) A is false but R is true
The least restrictive environment principle mandates educating students alongside non-disabled peers to the maximum extent appropriate, rather than enforcing absolute full-time placement regardless of severity. Special settings are utilized when general placement cannot meet needs. However, legal frameworks correctly recognize inclusive education as a fundamental right for all learners.

91. (B) Functional performance
Documenting behavioral reactions, such as emotional frustration or paper tearing during academic tasks, reflects functional performance assessment. Functional performance addresses non-academic skills, emotional regulation, social interaction, and adaptive behaviors, providing essential contextual baseline data required to construct effective behavioral intervention plans alongside academic instructional goals.

92. (B) Breaking down complex skills into smaller sequential steps
Task analysis is an instructional methodology that breaks down complex learning tasks or adaptive skills into smaller, discrete, and sequentially ordered sub-steps. Educators utilize task analysis to teach functional routines step by step, allowing systematic prompt fading, accurate data tracking, and reinforcement as students master each component step toward total task completion.

NODIA

93. (A) Fading
Gradually reducing physical assistance, verbal cues, or visual prompts as a student masters a target skill represents prompt fading. This technique systematically transfers response control from teacher assistance to natural environmental cues, fostering independent execution of daily living routines and academic behaviors without ongoing reliance on external adult support.

94. (B) Physical → Visual → Verbal
Prompt hierarchies arrange instructional assistance levels according to intrusiveness. The hierarchy from most to least intrusive moves from physical guidance, to visual cues or modeling, and finally to verbal prompts. Understanding prompt levels allows special educators to systematically fade assistance, encouraging student independence while minimizing prompt dependence during skill instruction.

95. (D) Advise the regular teacher to face the class directly when speaking
For students with hearing impairment, lip-reading and visual cues are crucial for speech comprehension. Advising the general teacher to face the class directly while speaking represents an immediate, practical classroom accommodation. This simple modification ensures acoustic and visual access to instruction without removing the student from the inclusive classroom.

96. (C) Backward chaining
Backward chaining is a behavioral teaching strategy where the instructor completes all initial steps of a task analysis, allowing the student to perform the final step independently. Completing the last step delivers immediate natural reinforcement and accomplishment, gradually expanding backward until the student completes the full sequence independently.

97. (B) Shaping
Shaping is a behavioral intervention strategy that involves systematically reinforcing successive approximations of a desired target behavior. Educators utilize shaping to build

educators to establish realistic, measurable expectations for student progress, systematically monitor interim skill acquisition, and review overall goal attainment during annual team evaluations to update instructional planning for subsequent academic cycles.

42. (A) It identifies a specific, observable, and measurable skill
A well-constructed educational goal explicitly details a specific, observable, and measurable performance standard. It focuses on target student behaviors, defines conditions for execution, and specifies objective criteria for mastery. This structure ensures that progress can be evaluated accurately, avoiding subjective interpretation or reliance on unobservable internal cognitive states during evaluation.

43. (B) Break down annual goals into smaller, sequentially measurable steps
Short-term objectives or benchmarks divide broader annual goals into intermediate, sequential, and measurable instructional steps. They provide detailed roadmaps for monitoring student progress throughout the academic year, allowing teachers to evaluate whether learning is progressing as expected and make timely instructional adjustments when a student experiences difficulty mastering targeted skills.

44. (B) PLAAFP → Annual Goal → Short-term Objective
The logical progression of special education planning moves from the baseline performance statement (PLAAFP) to broad measurable annual goals, which are further divided into specific short-term objectives. This hierarchy ensures that instructional targets originate directly from current capabilities and are broken down into achievable, step-by-step learning benchmarks over time.

45. (A) Short-term objectives
Interim, measurable targets established to track progress toward a broader annual goal represent short-term objectives. Breaking down a year-long target into quarterly milestones allows educators to systematically track skill acquisition, assess the efficacy of instructional strategies, and ensure the student maintains a steady trajectory toward achieving annual reading expectations.

NODIA

46. (C) Resource room service
Resource room services allow students with special educational needs to attend general classrooms for the majority of the school day while receiving specialized, small-group instruction in a dedicated resource room for specific periods. This model balances social integration in mainstream environments with targeted remedial support designed to address individual academic challenges.

47. (D) Developmental and supportive services enabling a child to benefit from special education
Related services encompass developmental, corrective, and supportive services necessary to assist a student with a disability in benefiting from special education. These services include speech therapy, occupational therapy, physical therapy, counseling, mobility training, and transportation, addressing non-academic barriers that impact a student's ability to participate effectively in the educational environment.

48. (C) Accommodations change how a student learns without altering standards; modifications change what is learned by altering standards
Accommodations alter instructional delivery, format, or response methods without changing core grade-level learning standards or expectations. Modifications, however, alter the underlying curriculum standards, learning expectations, or task difficulty levels. Accommodations provide equitable access to standard content, whereas modifications adjust content requirements to match a student's functional cognitive level.

49. (B) Accommodation
Providing assessment materials in Braille instead of standard printed text represents an accommodation. It changes the presentation format of the examination without altering the underlying academic content, standards, or cognitive expectations. The student demonstrates mastery of the same knowledge using an accessible medium suited to their visual capabilities.

50. (B) II and IV
Reducing spelling requirements or lowering reading task expectations to below grade level alters core learning standards, representing curriculum modifications. Conversely, using speech-to-text tools or granting extra time on tests alters instructional delivery or timing

107. (B) Autism Spectrum Disorder (ASD)
Individuals diagnosed with Autism Spectrum Disorder frequently experience core challenges with social communication, perspective-taking, and interpreting subtle social cues, often categorized as theory of mind deficits. Educational plans for students on the autism spectrum routinely include specific goals targeting social pragmatics, emotional recognition, turn-taking, and peer interaction skills.

108. (B) Language development, sign communication, and acoustic accommodations
Educational planning for students with severe hearing impairment prioritizes expressive and receptive language acquisition, sign language instruction, lip-reading, and acoustic accommodations. Ensuring preferential seating, minimizing ambient classroom noise, utilizing assistive listening devices, and incorporating visual supports are essential strategies to facilitate equitable access to general instructional content.

109. (A) The student's current performance level before intervention begins
In special education, a baseline represents the student's documented performance level in a specific skill prior to introducing new instruction or intervention. Establishing accurate baseline data provides a starting point against which subsequent learning progress is measured, guiding the formulation of realistic, quantifiable annual goals and target benchmarks.

110. (C) Reconvene the IEP team to review progress and write new advanced goals
When a student achieves targeted annual goals prior to the scheduled annual review, the educational planning team should reconvene promptly. The team evaluates updated performance data and formulates new, more challenging goals to ensure continuous academic growth and prevent instructional stagnation during the remainder of the school year.

111. (D) Positive reinforcement via secondary reinforcers
A token economy is a structured behavior management intervention based on principles of operant conditioning. Students earn generalized conditioned reinforcers, such as tokens or points, for demonstrating target positive behaviors. Earned tokens are later exchanged for preferred backup reinforcers, systematically increasing the frequency of desired academic and social behaviors.

112. (C) An RCI-registered professional with recognized special education credentials
Under the Rehabilitation Council of India Act of 1992, professional special education services must be delivered or authorized by registered professionals holding valid RCI accreditation. This legal mandate guarantees that individuals formulating and implementing individualized educational plans possess recognized professional qualifications and adhere to established national professional standards.

113. (B) Dynamic, living document changing with student needs and progress
An individualized education plan functions as a dynamic, flexible document that evolves alongside the student's progress and changing developmental needs. Rather than remaining static, it is subject to continuous monitoring and periodic revision, ensuring that instructional strategies, accommodations, and learning goals remain aligned with current performance data.

114. (D) Providing reasonable accommodation and support to maximize student development
Article 24 of the UN Convention on the Rights of Persons with Disabilities mandates that state parties guarantee an inclusive education system at all levels. It obligates educational authorities to deliver reasonable accommodations, individualized support services, and effective personalized learning environments to maximize academic, social, and personal development for learners.

115. (A) I and II
Procedural safeguards ensure that parents receive prior written notice before formal evaluations or proposed changes in educational placement occur, alongside complete access to review their child's educational records. However, parental participation rights do not grant legal authority to unilaterally alter or veto general education curricula for other enrolled students.

116. (C) Maintaining high expectations to foster maximum individual potential
Setting excessively low learning goals underestimates student capabilities and restricts developmental progress, violating

Downloaded from www.pdf.tube

60. (A) Both A and R are true and R is the correct explanation of A
Educational plans must explicitly state start dates, frequency, location, and projected duration for all special education and related services. Specifying these operational details establishes institutional accountability, eliminates ambiguity, and provides a binding schedule that ensures timely, consistent, and transparent service delivery across inclusive or specialized school settings.

61. (A) At least once annually
Educational plans for students receiving special education must be formally reviewed and updated at least once every year. Annual reviews enable the planning team to evaluate progress toward target goals, review assessment data, adapt accommodations, and establish new learning goals aligned with the student's evolving developmental profile.

62. (C) Every 3 years
Standard special education practices require a comprehensive reevaluation of the student at least once every three years. This triennial evaluation reassesses overall eligibility, tracks long-term developmental progress, identifies changing learning needs, and determines whether specialized instruction and related services continue to be necessary for educational progress.

63. (D) To evaluate progress, assess goal achievement, and set new annual goals
The primary purpose of the annual review meeting is to systematically evaluate student progress toward stated annual goals, review current performance data, and adjust instructional strategies as needed. The planning team collaborates to formulate updated annual goals aligned with the student's ongoing academic and functional development.

64. (C) Continuous data collection and formative assessment
Monitoring student progress effectively requires continuous data collection and formative assessments throughout the instructional period. Relying solely on year-end examinations or subjective opinions fails to capture ongoing learning trends. Systematically recording performance data enables special educators to make timely instructional adaptations and verify goal achievement accurately.

65. (B) Frequency recording
Recording each occurrence of a specific target behavior, such as leaving a seat without permission, using a tally counter represents frequency recording. This quantitative observational tracking method measures how often a behavior occurs within a designated timeframe, providing objective baseline and progress data for behavioral intervention plans.

66. (D) If the student achieves goals early or fails to make expected progress
An educational plan may be amended mid-year whenever monitoring data reveals that the student has achieved targeted goals earlier than anticipated or is failing to make expected progress. Updating goals or modifying support strategies ensures that instruction remains appropriately challenging and aligned with current learning needs.

67. (A) Yes, if parents and school agree in writing to the modifications
An active educational plan can be amended without convening a full formal team meeting if the parents and school representatives mutually agree to the proposed changes in writing. This flexibility allows timely adjustments to goals, accommodations, or services while maintaining written documentation and parental agreement.

68. (C) Initial evaluation and provision of special education services
Informed parental consent is legally mandatory prior to conducting an initial comprehensive evaluation and before providing special education and related services for the first time. This fundamental procedural safeguard ensures that parents remain fully aware of proposed educational assessments, placement decisions, and specialized instruction prior to formal service implementation.

NODIA

69. (A) Independent Educational Evaluation at public expense
When parents disagree with the educational evaluation conducted by a school, procedural safeguards grant them the right to request an Independent Educational Evaluation at public expense. Qualified external professionals conduct this evaluation, providing an impartial,

independent assessment of the student's developmental and learning needs to inform future team decisions.

70. (A) I and II
Educational records and learning plans are strictly confidential documents protected by privacy laws. Access is restricted exclusively to parents and authorized educational personnel with a direct, legitimate educational interest in the child. Publicly displaying individual targets or personal performance data on notice boards violates privacy rights and ethical standards.

71. (B) Lack of training for general teachers to implement classroom adaptations
A major challenge in executing individualized educational plans in inclusive settings under Samagra Shiksha is the limited training of general classroom teachers regarding instructional adaptations. Without professional development in differentiated instruction and universal design, general educators often struggle to implement customized accommodations alongside standard curriculum delivery.

72. (C) Fostering co-teaching models and regular collaboration among educators
Improving implementation fidelity in mainstream schools relies heavily on collaborative teaching models, such as co-teaching, where special and general educators jointly deliver instruction. Regular collaboration ensures that classroom accommodations and specialized instructional techniques are consistently applied within general learning activities, enhancing educational outcomes for all students.

73. (D) Measurable
In the context of writing educational objectives, the SMART acronym represents Specific, Measurable, Achievable, Relevant, and Time-bound goals. The letter M stands for Measurable, ensuring that target skills can be objectively observed, quantified, and tracked over time using standardized assessment criteria or observational recording techniques.

74. (A) "Read 60 words correctly per minute from a 3rd-grade passage in 4 of 5 trials by April 2024."
An objective following SMART criteria clearly defines the target behavior, performance criteria, evaluation conditions, and target completion date. Stating that a student will read sixty words correctly per minute across specific trials within a set timeframe provides a clear, observable, and quantifiable standard for evaluating reading progress objectively.

75. (B) It is not measurable or time-bound ("know" is unobservable)
The phrase "will know" represents an unobservable internal mental state that cannot be directly measured or evaluated. A well-formulated goal must specify observable student actions, such as writing, reciting, or calculating, along with clear performance criteria and target dates to enable objective measurement of skill mastery.

76. (B) Professionals work with the child independently with minimal cross-discipline interaction
In a multidisciplinary team approach, professionals from various disciplines conduct separate assessments, formulate independent discipline-specific goals, and deliver interventions individually to the student. Communication occurs primarily through formal reports, resulting in minimal cross-disciplinary collaboration or integrated planning during daily instructional and therapeutic implementation within the educational environment.

77. (A) "Role release," where a primary provider implements interventions designed across disciplines
The transdisciplinary model is characterized by role release, where multidisciplinary specialists share expert knowledge and cross-train a designated primary service provider. This primary provider directly implements integrated instructional and therapeutic strategies daily, ensuring seamless service delivery, reducing student anxiety, and eliminating fragmented interventions across separate discipline-specific sessions.

78. (C) It offers an integrated, holistic plan minimizing confusion for child and family
The transdisciplinary approach provides a cohesive, holistic learning plan that eliminates fragmented interventions resulting from isolated discipline-specific sessions. By working through a primary service provider, families and students experience consistent communication, integrated goal tracking, and reduced administrative

Click Here to Buy book on Amazon

confusion, leading to more practical, functional, and well-coordinated developmental outcomes.

79. (D) To prepare the student for post-secondary education, vocational training, and adult living
Transition planning focuses on preparing secondary students with special needs for post-school life. Initiated during adolescence, this process establishes measurable post-secondary goals relating to higher education, vocational training, competitive employment, independent living skills, and community integration, facilitating a smooth transition from school environments into adult community participation.

80. (B) I, II, and III
Transition planning for adolescents with intellectual disabilities encompasses vocational skill training, post-secondary education opportunities, independent living assessments, and community participation goals. Early childhood play interventions are suited for early intervention programs rather than secondary transition plans, which specifically address post-school adult outcomes, employment readiness, and functional community living.

81. (B) Individualized Transition Plan
The acronym ITP stands for Individualized Transition Plan. Formulated within the broader special education planning framework during adolescence, this document outlines post-school goals, required vocational training, independent living support, and agency connections needed to prepare students with disabilities for successful adult life after completing formal schooling.

82. (D) Sheltered workshops, supported living, and basic self-care
Transition planning for individuals with severe or profound intellectual disabilities prioritizes functional adaptive life skills, personal self-care routines, supported living environments, and employment within sheltered workshops. Instruction emphasizes practical daily living skills that maximize personal independence, safety, and meaningful community participation based on the learner's individual functional capabilities.

83. (A) Teachers adapt materials and methods to integrate IEP goals into daily routines
Successful implementation in inclusive settings requires embedding student-specific learning goals directly into daily classroom activities. General and special educators adapt learning materials, modify instructional delivery, and implement accommodations within regular routines, ensuring that students work toward individualized goals alongside peers without being isolated from standard classroom experiences.

84. (C) Universal Design for Learning
Universal Design for Learning provides a pedagogical framework featuring flexible methods of representation, engagement, and expression. By proactively building options into general instruction, this approach accommodates diverse learning needs, supports individual educational goals, and reduces the need for retroactive adaptations without singling out or stigmatizing students with special needs.

NODIA

85. (A) I and II
Under the Samagra Shiksha framework, government funding supports itinerant special educators and establishes block-level resource rooms to assist with implementing individualized educational plans. Public policy actively mandates and encourages individual educational planning within state schools to advance inclusive education for children with disabilities across all levels of schooling.

86. (D) UDL offers flexible means of engagement and expression, aiding inclusive goal achievement
Universal Design for Learning complements individual educational planning by establishing inherently flexible learning environments. Offering multiple options for engagement, representation, and expression enables students with special needs to progress toward their specific annual goals within general classroom settings, supporting inclusive practice without replacing the need for individualized goal setting.

87. (B) Home-based education supported by a mandatory IEP
Under legal provisions governing equal educational access, children with severe or multiple disabilities who cannot attend formal mainstream schools hold the right to opt for home-based education. This educational pathway must be supported by an individualized

a formal referral. This step triggers formal evaluation to determine eligibility, followed by assessment, goal setting, placement decisions, and continuous monitoring, ensuring that specialized support is systematically planned and delivered.

33. (B) To try general classroom adjustments to resolve struggles before special education referral
Pre-referral interventions involve implementing targeted instructional modifications, behavioral support, and classroom adjustments within general education before initiating formal special education evaluation. This proactive stage aims to resolve learning difficulties in the regular classroom, preventing unnecessary special education labeling while identifying students who genuinely require comprehensive multidisciplinary evaluation and specialized educational support services.

34. (D) Teachers, parents, or counselors observing persistent learning difficulties
Referrals for special education evaluation can be initiated by individuals who observe ongoing academic, behavioral, or developmental challenges. Classroom teachers, parents, school counselors, and related healthcare professionals hold the right to request an assessment when general classroom strategies prove insufficient, initiating the formal procedure to determine eligibility and special education needs.

35. (A) Both A and R are true and R is the correct explanation of A
Comprehensive educational assessment requires utilizing multiple assessment tools, direct observations, and information sources to evaluate a student's performance. Relying on a single test score provides an incomplete and potentially biased picture of capabilities. A multi-factored evaluation ensures an accurate baseline, guiding the development of appropriate annual goals and tailored instructional support services.

36. (C) Curriculum-Based Measurement and criterion-referenced tests
Curriculum-Based Measurement and criterion-referenced tests are extensively utilized to gather direct baseline data for educational planning. These assessment tools measure a student's performance against specific academic skills and curriculum benchmarks rather than comparing them to broad national norms, enabling educators to design precise instructional objectives and continuously monitor skill acquisition over time.

37. (A) Present Level of Academic Achievement and Functional Performance
The acronym PLAAFP represents the Present Level of Academic Achievement and Functional Performance. This essential section documents the student's current skill levels, academic strengths, learning challenges, and functional capabilities, providing the foundation upon which measurable annual goals, accommodations, and specialized educational support services are systematically constructed.

38. (D) Annual goals and support services derive directly from its baseline data
The baseline statement serves as the foundation of an individualized educational plan because it establishes current academic and functional capabilities. Measurable annual goals, short-term objectives, and specialized support services are directly derived from this baseline data, ensuring that targeted interventions address the student's actual learning needs and current developmental profile.

39. (B) "Rahul struggles with mathematics and is not doing well."
A well-written baseline statement must be specific, objective, and measurable. Describing a student as struggling without defining specific skill deficits, accuracy levels, or baseline performance data lacks actionable clarity. Effective baseline statements explicitly detail quantifiable abilities, such as reading rates, math accuracy percentages, or observed task transition frequencies under specified conditions.

40. (D) I, II, and III
A comprehensive baseline performance statement includes current academic achievements, functional adaptive skills, and a clear description of how the disability impacts participation in the general curriculum. Combining these elements ensures that educators understand the whole child, guiding the formulation of meaningful learning goals, environmental accommodations, and targeted support services.

41. (D) One academic year (12 months)
Annual goals in special education are designed to be accomplished within a standard twelve-month academic period. This timeframe allows

Downloaded from www.pdf.tube

complex academic or social behaviors that are not currently present in a student's repertoire, gradually refining performance until the full target behavior defined in goals is achieved.

98. (D) Informal assessment
Portfolio assessment involves systematically collecting and evaluating authentic student work samples, projects, and observational records over time. It represents an informal assessment approach that provides direct qualitative evidence of individual learning progress within the curriculum, complementing standardized testing to provide a comprehensive baseline for personalized educational planning.

99. (A) Fostering the unique capabilities of each student
The National Education Policy of 2020 emphasizes recognizing and fostering the unique capabilities of every learner. This foundational principle directly aligns with individual educational planning, advocating flexible curricula, differentiated pedagogy, and supportive accommodations that allow children with special needs to reach their full academic and functional potential.

100. (C) IV only
Transition planning is initiated during adolescence, typically between ages fourteen and sixteen, rather than at age five. Early childhood focuses on foundational primary skills. Standard timelines correctly mandate annual goal reviews, triennial comprehensive reevaluations, and ongoing progress monitoring, making early childhood transition initiation the only incorrectly stated timeline option.

101. (A) By advising teachers, providing periodic support to CWSN, and tracking IEP goals
Itinerant special educators travel across multiple educational institutions to provide specialized support services for students with special needs. They advise general classroom teachers on implementing instructional adaptations, deliver targeted direct support, track progress toward annual learning goals, and consult with school teams to ensure effective service delivery.

102. (D) Inclusive Education for Disabled at Secondary Stage (IEDSS) component
The Inclusive Education component within Samagra Shiksha subsumed former schemes like Inclusive Education for Disabled at Secondary Stage. It provides targeted funding for special educators, assistive devices, resource room infrastructure, and learning adaptations, enabling effective formulation and execution of individualized educational plans for enrolled students with special needs.

103. (B) The degree to which an IEP is delivered as intended and written
Fidelity of implementation measures the degree to which designed educational interventions, accommodations, and specialized instruction are delivered exactly as planned and documented. Ensuring high implementation fidelity guarantees that student outcomes reflect the true effectiveness of planned strategies rather than inconsistent or incomplete delivery of prescribed support services.

104. (C) Special and general educators teach together in one classroom serving diverse students
Co-teaching involves a general educator and a special educator collaborating to plan, deliver, and evaluate instruction jointly within a single shared classroom environment. This collaborative instructional model integrates specialized accommodations and individualized learning goals seamlessly into mainstream lessons, effectively supporting diverse student needs without segregating children with disabilities.

NODIA

105. (D) I, II, and III
Monitoring student progress toward individual learning goals requires multiple assessment methods. Special educators utilize formative curriculum-based measurements, direct behavioral observations, structured checklists, and portfolio reviews of student work samples. Combining these informal evaluation approaches provides valid, continuous data to guide instructional modifications and document skill mastery accurately.

106. (A) Orientation and Mobility training
Learning to cross streets independently using pedestrian signals represents a core component of Orientation and Mobility training. Orientation and mobility instruction equips individuals with visual impairments or developmental challenges with spatial awareness, navigation concepts, and safe travel skills necessary for independent movement across home, school, and community environments.

without lowering content standards, which constitutes accommodations rather than structural curricular modifications.

51. (A) Provision of a scribe and compensatory time
Examination board rules provide standard assessment accommodations for candidates with severe physical disabilities affecting writing ability. Granting a scribe to write down oral answers along with compensatory extra time ensures fair evaluation, allowing students to demonstrate subject knowledge without changing academic standards or exempting them from examination requirements.

52. (C) Because testing should use methods and supports familiar from daily instruction
Assessment accommodations must match accommodations used during routine daily instruction. Introducing unfamiliar testing formats, assistive tools, or time extensions during high-stakes examinations causes anxiety and misrepresents student ability. Utilizing consistent support strategies ensures that formal assessments accurately evaluate knowledge rather than the student's unfamiliarity with testing adaptations.

53. (A) The scribe answering questions independently using their own knowledge
A scribe's role during examinations is strictly limited to transcribing the exact responses dictated by the candidate. Answering questions independently using personal knowledge violates examination integrity and ethics. Legitimate accommodations, such as separate quiet settings, magnifying devices, or approved extra time, preserve test validity while ensuring equitable access for candidates.

54. (D) CWSN should be educated with non-disabled peers to the maximum extent appropriate
The principle of least restrictive environment mandates that children with special needs should be educated alongside non-disabled peers to the maximum extent appropriate. Special classes or separate schooling occur only when the nature or severity of the disability prevents satisfactory education in general classrooms even with supplementary aids and services.

55. (C) I → III → II
Educational placements range on a continuum from least to most restrictive. Placing a student in a regular classroom with consultative support is the least restrictive option. Utilizing a resource room for part of the day represents moderate restriction, while placement in a full-time special education classroom is significantly more restrictive.

56. (C) The child's educational and functional needs
Decisions regarding educational placement must be based primarily on the unique educational, physical, and functional needs of the child. Administrative convenience, school financial constraints, or socioeconomic background should not dictate placement. Placement teams evaluate baseline assessment data to determine the environment where necessary supports can be delivered effectively.

57. (D) Sending advance written notice of meeting time, purpose, and attendees
To ensure meaningful parental participation, school authorities must send advance written notice detailing the date, time, venue, purpose, and list of expected attendees for planning meetings. This procedural safeguard guarantees that parents are fully informed, prepared, and capable of contributing as equal partners in educational planning for their child.

58. (A) Discuss the data, focus on student needs, and reach consensus
When team members hold differing opinions regarding proposed accommodations, professional practice dictates reviewing baseline performance data, focusing objectively on the student's needs, and engaging in collaborative discussion to reach consensus. Collaborative problem-solving ensures that decisions remain student-centered, evidence-based, and acceptable to all implementing educators and family members.

59. (B) Detailed family financial and income tax history
An individualized education plan includes baseline performance statements, measurable annual goals, details of specialized services, and progress tracking criteria. Personal financial information or family income tax records are irrelevant to educational goal-setting and service delivery, and are strictly omitted to maintain privacy and focus on pedagogical needs.

Click Here to Buy book on Flipkart

the core educational principle of maintaining high expectations for all learners. Goal setting must challenge students appropriately based on accurate baseline data, encouraging maximum individual academic growth, functional independence, and potential within inclusive educational environments.

117. (A) Basic arithmetic fact retrieval, enabling focus on problem-solving
Permitting a student with dyscalculia to use a calculator during complex mathematical tasks serves as an accommodation. This adaptation bypasses underlying deficits in basic computational retrieval and working memory, allowing the student to demonstrate higher-order mathematical reasoning and problem-solving abilities without being hindered by basic calculation difficulties.

118. (D) The student no longer meets eligibility criteria and needs no specialized instruction
Special education services and individual plans are formally terminated when comprehensive reevaluation demonstrates that the student no longer meets statutory disability eligibility criteria or no longer requires specialized instruction and related support services to progress in the general curriculum, functioning independently alongside peers without specialized educational assistance.

119. (B) Evaluating skills and behaviour within natural environments like class and home
Ecological assessment involves evaluating a student's performance, adaptive skills, and behaviors directly within natural everyday environments such as regular classrooms, playgrounds, lunchrooms, and home settings. This functional assessment approach identifies real-world environmental expectations, physical barriers, and contextual supports required to foster successful participation across daily routines.

120. (A) Both A and R are true and R is the correct explanation of A
The successful execution of individual plans in mainstream schools is frequently hindered by general educators' limited training in special education pedagogy. Traditional teacher preparation programs historically emphasized standardized curriculum delivery over differentiated instruction, leaving many general classroom teachers feeling unprepared to adapt instructional methods for diverse learners.

121. (D) A dedicated space with specialized materials for targeted part-day IEP instruction
A resource room in an inclusive school provides a dedicated learning space equipped with specialized instructional materials, assistive technology, and trained special educators. Students attend the resource room for specific periods to receive targeted remedial instruction aligned with individual goals while spending the majority of their school day in general classrooms.

122. (A) At least 40%
Under the Rights of Persons with Disabilities Act of 2016, benchmark disability is defined as a certified disability level of at least forty percent in a specified disability category. Achieving this statutory threshold qualifies students for legal entitlements, government schemes, assessment accommodations, scribe provisions, and targeted educational support.

123. (B) 20 minutes per hour (Total 60 minutes)
Standard examination guidelines set by educational boards prescribe compensatory time for eligible candidates with special needs at the rate of twenty minutes per hour of examination. Consequently, for a standard three-hour written examination, a total of sixty minutes of extra compensatory time is granted to ensure fair evaluation.

124. (B) NPE 1986 and Project Integrated Education for the Disabled
The concept of individualized educational planning was systematically introduced into Indian special education policy through the National Policy on Education of 1986 and the Project Integrated Education for Disabled Children scheme. These policy frameworks emphasized individual learner needs, resource support mechanisms, and teacher training to facilitate successful inclusion.

125. (A) Hold a dispute resolution meeting to address parental concerns and revise the IEP
If parents refuse to approve a proposed plan due to disagreement over target goals or services, school officials should convene a dispute resolution or team meeting. Collaboratively discussing parental concerns, reviewing baseline

Downloaded from www.pdf.tube

assessment data, and modifying proposed goals fosters consensus, ensuring that services commence with mutual agreement.

126. (C) Requiring the student to learn 3 basic facts while others learn full detailed timelines
Requiring a student to master three basic historical facts while peers master extensive detailed timelines represents a curriculum modification. It fundamentally alters the learning standard and content depth expected. In contrast, providing audiobooks, separate quiet testing environments, or highlighted text represents accommodations that do not lower content standards.

127. (D) Conducting psychometric assessments to determine eligibility and skill profiles
Clinical psychologists contribute significantly during initial evaluation stages by administering standardized psychometric tests, intellectual evaluations, and diagnostic assessments. Their clinical evaluation data establishes cognitive profiles, identifies learning strengths and deficits, determines formal eligibility for special education, and provides accurate baseline information necessary for formulating targeted educational goals.

128. (C) Interventions can be built utilizing existing student strengths and interests
Documenting student strengths alongside areas of difficulty is essential for effective educational planning. Identifying individual capabilities, learning preferences, and personal interests enables educators to construct instructional interventions that leverage existing strengths, thereby motivating learners, enhancing classroom engagement, and facilitating skill acquisition across challenging academic or functional domains.

129. (B) Provide comparable services under the existing IEP until evaluated or adopted
When a student receiving special education transfers to a new school mid-year, the receiving institution must immediately provide comparable support services under the existing learning plan. The new school maintains these supports while reviewing previous records, adopting the current plan, or conducting assessments to formulate an updated individualized plan.

NODIA

130. (A) I and II
The transdisciplinary model prevents service fragmentation by cross-training team specialists and utilizing a primary service provider to deliver integrated interventions. This reduces the number of direct handlers, minimizing student anxiety and family confusion. However, general educators must remain actively involved in learning about disability accommodations to support daily classroom inclusion.

131. (A) Using assessment tools culturally and linguistically suited to the student
Avoiding cultural bias during evaluation requires selecting assessment tools, testing procedures, and language mediums that reflect the student's cultural, linguistic, and socioeconomic background. Utilizing culturally fair tools ensures that test performance accurately reflects genuine learning potential and functional abilities rather than unfamiliarity with test language or cultural concepts.

132. (C) Specific Learning Disability
Evaluating severe discrepancies between measured cognitive potential and actual academic achievement was historically utilized as a primary criterion for identifying specific learning disabilities. This discrepancy model identified students with average or above-average intellectual ability who experienced significant, unexplained academic difficulties in areas such as reading, writing, or mathematical calculation.

133. (A) A plan focused on early intervention services for infants and toddlers (ages 0-3)
An Individualized Family Service Plan provides early intervention services for infants and toddlers with developmental delays or disabilities from birth to age three. Unlike school-age educational plans, this framework places the entire family at the center of care, addressing developmental outcomes and support services across home and natural environments.

134. (D) Assistive Technology
Utilizing specialized switches to operate computer software illustrates the integration of assistive technology into educational planning. Assistive technology devices enable students with physical or severe motor impairments to interact with digital learning software, communicate effectively, and complete academic tasks,

promoting independent active participation within inclusive classroom environments.

135. (B) I, II, and III
Transition planning for secondary students encompasses post-school employment objectives, connections to adult community service agencies, higher education goals, and independent living evaluations. Infant reflex testing pertains to early neonatal development assessments, making it entirely irrelevant to secondary transition frameworks designed for high school adolescents preparing for adult life.

136. (C) Children with severe disabilities unable to travel to or attend regular school
Home-based education under Samagra Shiksha is designed for children with severe or profound disabilities who cannot physically attend regular inclusive schools. Specialized itinerant educators deliver individualized educational plans directly in home settings, providing functional skill training, sensory stimulation, and educational support tailored to severe physical or cognitive impairments.

137. (D) Using money learned in resource room to independently buy snacks at the canteen
Generalization occurs when a student successfully applies a newly acquired skill across different environments, contexts, materials, or people. Utilizing money skills learned during targeted resource room instruction to purchase snacks independently in the school canteen demonstrates practical generalization, confirming that functional skills have been effectively transferred to real-world community settings.

138. (A) Meeting IEP goals seamlessly while benefiting all students and reducing stigma
Applying Universal Design for Learning strategies, such as visual organizers for the entire class, seamlessly incorporates individual learning goals into general instruction. This inclusive practice provides necessary learning supports for students with special needs while simultaneously benefiting non-disabled peers, fostering an engaging classroom culture and removing social stigma.

139. (B) A bridge connecting unique student needs to the general curriculum
In an inclusive educational system, an individualized education plan functions as a bridge that connects a student's unique learning profile to the general curriculum. By specifying required accommodations, specialized instruction, and support services, it enables students with special needs to access grade-level standards and participate fully alongside peers.

140. (B) To promote independent functioning, social integration, and full potential
The ultimate goal of formulating and implementing an individualized educational plan is to foster personal autonomy, social integration, and academic growth. By providing tailored accommodations, targeted skill instruction, and continuous support, the plan empowers students with special needs to reach their maximum potential and participate meaningfully in society.

****

Click Here to Buy book on Amazon

(B) Product
(C) Summative Assessment
(D) Process

31. Which of the following is an exception and does NOT constitute differentiating the process?
(A) Modifying the final semester examination complexity for all students.
(B) Using structured graphic organizers to help a student map out their thoughts during an instructional lesson.
(C) Providing explicit, direct small-group instruction to struggling learners while others work independently.
(D) Extending the allotted time frame for a student with dysgraphia to complete an in-class note-taking activity.

32. Varying the pace of instruction—such as allowing a student with a learning disability extra time to process verbal instructions before demanding a response—is a key strategy in differentiating:
(A) Content
(B) Process
(C) Product
(D) Environment

33. In Differentiated Instruction, differentiating the 'Product' refers to:
(A) Altering the mandatory core curriculum standards prescribed by the education board.
(B) Modifying how students demonstrate and apply what they learned.
(C) Distributing entirely different baseline textbooks to different groups of students.
(D) Reconfiguring the physical desk arrangement to effectively lower classroom noise levels.

34. After a unit on the solar system, a teacher asks students to show their understanding. One student writes a traditional essay, another creates a 3D model of the planets, and a student with a speech and language disorder draws a detailed poster with labels. Which element is being differentiated here?
(A) Product
(B) Content
(C) Process
(D) Environment

35. A student with severe Dyslexia and Dysgraphia is permitted to take a summative history assessment orally by answering the teacher's questions verbally, instead of writing a three-page test paper. The teacher is differentiating the:
(A) Content format
(B) Process complexity
(C) Product format
(D) Learning Environment

36. Read the following statements regarding ways to differentiate product:
I. Allowing students to choose their preferred mode of expression (e.g., written, oral, visual, kinesthetic).
II. Providing rubrics that evaluate the student on their individual growth and mastery of the core concept, rather than comparing them to peers.
III. Forcing every student to perform a dramatic play regardless of their social anxiety or expressive language difficulties.
Which of the statements given above represent effective product differentiation?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

37. Which of the following is a correct statement about product differentiation in an inclusive classroom?
(A) Product differentiation dictates that students with disabilities are entirely exempt from formal evaluation.
(B) Allowing students to use their strengths to demonstrate learning objectives.
(C) Differentiating a product always necessitates a substantial reduction in the overall intellectual rigor required.
(D) Product differentiation is an instructional strategy designed exclusively for gifted and high-achieving students.

NODIA

38. Read the following scenario and answer the question.
At the end of a science unit, a teacher gives students an assignment to demonstrate how plants grow. Students can write a report, build a terrarium, create a digital presentation, or perform a skit. A student with Cerebral Palsy who has limited fine motor control chooses to create a digital presentation using assistive technology.
What Differentiated Instruction element has the teacher successfully differentiated?
(A) Content

(C) Classical Conditioning Framework
(D) Zone of Proximal Development

8. When a teacher decides to differentiate instruction, which three primary student characteristics guide differentiation?
(A) Readiness, Interest, and Learning Profile
(B) Intelligence, Behavior, and Motivation
(C) Disability Category, Age, and Gender
(D) Socioeconomic Status, Assessment Scores, and Attendance

9. What is the primary rationale for implementing Differentiated Instruction in an inclusive classroom?
(A) To simplify the standardized curriculum so that every student can pass state examinations easily.
(B) To systematically identify struggling students who should be transferred to specialized facilities.
(C) To accommodate diverse cognitive, physical, and sensory needs in an inclusive classroom.
(D) To ensure special educators take complete responsibility for overall instructional planning duties.

10. Differentiated Instruction shifts the focus of education from 'Equality' to 'Equity'. How is this shift best demonstrated in a classroom containing Children with Special Needs (CWSN)?
(A) By offering varied supports so each student has a fair chance to achieve goals.
(B) By distributing identical reading materials to every student to maintain strict procedural fairness.
(C) By routinely granting all enrolled students extra time on assessments regardless of specific need.
(D) By systematically lowering educational standards across the class to ensure no student fails.

11. Read the following statements regarding the need for Differentiated Instruction (DI) in inclusive classrooms:
I. It aligns with statutory mandates for reasonable accommodation.
II. It helps prevent behavioral issues that arise from student frustration or boredom.
III. It facilitates access to the general education curriculum for students with learning disabilities.
IV. It eliminates the need for an Individualized Education Programme (IEP).
Which of the statements given above are correct?
(A) I, II, and III only
(B) I, III, and IV only
(C) II, III, and IV only
(D) I, II, III, and IV

12. Read the following scenario and answer the question.
A teacher is teaching a history lesson in an inclusive classroom. The teacher notices that while some students can independently read the textbook chapter and extract key dates, a student with Dyslexia struggles to decode the text, and a gifted student finishes the reading in five minutes and becomes disruptive.
Based on this scenario, what is the most appropriate rationale for adopting Differentiated Instruction?
(A) It will allow the teacher to permanently remove struggling and disruptive students from the room.
(B) It provides multiple learning avenues so all students can engage with history concepts.
(C) It will help the teacher enforce a single, highly rigid reading pace across the entire classroom.
(D) It will reduce daily teaching workload by completely eliminating the necessity for detailed lesson plans.

13. How does Differentiated Instruction support flexible, experiential learning for Children with Special Needs?
(A) By standardizing all diagnostic and summative assessment parameters uniform across the entire state.
(B) By encouraging classroom teachers to utilize identical pedagogical techniques across all subject areas.
(C) By tailoring learning to the unique strengths and readiness levels of diverse students.
(D) By strictly limiting vocational training access to students diagnosed with intellectual disabilities.

14. Identify the incorrect pair regarding Differentiated Instruction concepts and their meanings:
(A) Diversity - Acknowledging the wide range of abilities and backgrounds in the classroom.
(B) Proactive Planning - Designing lessons in advance that anticipate varied learner needs.
(C) Flexibility - Willingness to adapt instructional strategies in real-time based on

Downloaded from www.pdf.tube

The teacher places a standing desk at the back of the room and allows the student to move there whenever feeling restless, without disrupting the class.

What element of instruction has the teacher differentiated?

(A) Subject Content
(B) Instructional Process
(C) Evaluation Product
(D) Learning Environment

47. Which of the following actions is NOT considered an aspect of differentiating the learning environment?

(A) Providing clear, predictable visual schedules for transitions.
(B) Adjusting the lighting to reduce glare for a student with albinism.
(C) Fostering a supportive peer-buddy system for social inclusion.
(D) Providing a simplified reading text on the freedom struggle.

48. Universal Design for Learning (UDL) principles strongly advocate for flexible learning environments. Providing access to a 'sensory break room' or 'resource room' during overwhelming moments in a mainstream school best supports a student with:

(A) Specific Learning Disability
(B) Autism Spectrum Disorder
(C) Mild Orthopedic Impairment
(D) Speech and Language Disorder

49. In the context of Differentiated Instruction, 'Readiness' refers to:

(A) A student's exact chronological age and overall physical developmental maturity.
(B) A student's current proximity to specified knowledge and skills.
(C) A student's fixed, inherent intelligence quotient determined by standardized IQ testing.
(D) A student's personal hobbies, recreational activities, and extracurricular preferences.

50. A mathematics teacher administers a quick pre-test before starting a unit on multiplication. Based on the results, the class is divided into three temporary groups: those who need to review addition, those ready to learn basic multiplication, and those ready for word problems. The teacher is differentiating based on:

(A) Readiness
(B) Learning Profile
(C) Interest
(D) Modality

51. Read the following statements regarding features of Readiness-based differentiation:

I. It is directly linked to the concept of the Zone of Proximal Development.
II. It requires teachers to assess students' prior knowledge before instruction.
III. It assumes that all students in a grade level have the same starting point.
IV. It uses scaffolding to help students bridge the gap between their current skill level and the learning goal.

Which of the statements given above are correct?

(A) I, II, and III only
(B) I, II, and IV only
(C) II, III, and IV only
(D) I, III, and IV only

52. Which psychological concept best explains why readiness-based differentiation is effective?

(A) Learned Helplessness Theory
(B) Classical Conditioning Model
(C) Hierarchy of Human Needs
(D) Zone of Proximal Development

53. What is the primary difference between differentiating by 'Ability' (tracking) and differentiating by 'Readiness'?

(A) Ability tracking is strictly temporary, whereas readiness grouping represents a permanent placement.
(B) Ability grouping is strongly encouraged in inclusive classrooms, while readiness grouping is discouraged.
(C) There is no fundamental distinction; both terms are used interchangeably within Special Education.
(D) Readiness is dynamic and task-specific; ability implies a fixed trait.

54. Read the following scenario and answer the question.

Before teaching a unit on 'Parts of a Plant', a teacher uses a K-W-L (Know, Want to know, Learned) chart. The teacher discovers that a student with a mild intellectual disability only knows the word 'leaf', while a neurotypical peer can name the stem, roots, and flower. The teacher plans to provide concrete plant models for the first student, and an advanced reading text

NODIA

choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

23. A special educator is preparing a lesson on the concept of 'Fractions' for an upper primary class. To differentiate content for a student with a severe locomotor disability who cannot manipulate paper easily, the teacher provides digital fractions software on a tablet. This adaptation is primarily related to:
(A) Differentiating Process
(B) Differentiating Product
(C) Differentiating the Social Environment
(D) Differentiating Content format

24. In the context of Special Education, adapting a history textbook into Braille for a student with total blindness is a classic example of:
(A) Providing access to Content
(B) Modifying the Learning Profile
(C) Changing the Product expectations
(D) Differentiating the Process

25. Differentiating the 'Process' in instruction refers to modifying:
(A) The physical layout and architectural arrangement of the special resource room facility.
(B) The specific factual information and core academic standards that students are required to memorize.
(C) The activities students engage in to make sense of or master the content.
(D) The standardized final examination structure and grading criteria applied at the end of the academic year.

26. During a mathematics lesson, a teacher allows some students to work independently using an abstract formula, while a student with a mild intellectual disability works with concrete physical counters (manipulatives) to solve the same problem. Which element of Differentiated Instruction is the teacher modifying?
(A) Process
(B) Content
(C) Product
(D) Environment

27. A teacher breaks down a complex multistep science experiment into smaller, manageable steps (task analysis) and provides step-by-step visual prompts for a student with Attention Deficit Hyperactivity Disorder (ADHD). This strategy is an example of differentiating:
(A) Content
(B) Product
(C) Learning Profile
(D) Process

28. Read the following statements regarding strategies used in an inclusive classroom:
I. Allowing varied pacing for students to complete an in-class activity.
II. Providing interactive journals where students reflect on their learning during the lesson.
III. Setting up learning centers where students practice the same skill using different methods (e.g., drawing, writing, building).
IV. Asking all students to write a five-page essay on identical topics at the end of the term.
Which of the above represent methods to differentiate the process?
(A) I, II, and III only
(B) I, III, and IV only
(C) II, III, and IV only
(D) I, II, III, and IV

29. Identify the correct pair representing a process differentiation strategy:
(A) Providing a quiet study corner for individual work - Differentiating Content
(B) Allowing a student to create a comprehensive video instead of a written report - Differentiating Process
(C) Providing digital audiobooks instead of standard printed textbooks - Differentiating Product
(D) Tiered activities offering varied support to master concepts - Differentiating Process

30. Read the following scenario and answer the question.
A teacher is teaching a lesson on map reading. To help students understand the material, three stations are set up. At Station 1, students read a text about map symbols. At Station 2, students watch a video explaining map scales. At Station 3, students physically walk through a maze using a simplified map.
What is the teacher primarily differentiating in this classroom?
(A) Content

Click Here to Buy book on Flipkart

CHAPTER 06
Differentiated Instruction (DI)

1. Which of the following best describes the core philosophy of Differentiated Instruction (DI)?
(A) Providing completely separate and individualized lesson plans for every student in the classroom.
(B) Proactively adjusting teaching methods, materials, and assessments to match student needs.
(C) Grouping students permanently based on their IQ scores to ensure uniform instruction.
(D) Teaching the identical curriculum in the same way to all students but grading them differently.

2. Which of the following defines the fundamental premise of Differentiated Instruction in a Special Education context?
(A) Teaching material slightly beyond students' independent level using flexible support.
(B) Treating learner differences as educational deficits to be remediated via standardized testing.
(C) Keeping core instruction strictly static while forcing students to adapt to teacher styles.
(D) Restricting differentiation to isolated resource room programs for children with disabilities.

3. Read the following statements regarding the core principles of Differentiated Instruction:
I. It involves qualitative changes in teaching rather than just quantitative changes.
II. It is a rigid, formulaic approach to teaching diverse learners.
III. It is rooted in ongoing formative assessment.
Which of the statements given above is/are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II, and III

4. Which of the following statements about Differentiated Instruction (DI) is incorrect?
(A) DI is student-centred and focuses on providing multiple approaches to content, process, and product.
(B) DI is deeply rooted in constructivist theories of learning and the zone of proximal development.
(C) DI necessitates a balanced blend of whole-class, small-group, and individualized student instruction.
(D) DI implies reacting to student failure post-lesson rather than planning proactively in advance.

NODIA

5. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): Differentiated Instruction is highly compatible with the principles of Inclusive Education.
Reason (R): Inclusive Education mandates that students with and without disabilities receive identical instruction at the same pace to maintain equality.
In the context of the above two statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

6. In the framework of Differentiated Instruction, teachers can primarily differentiate four classroom elements. Which of the following is NOT one of these primary elements?
(A) Content
(B) Funding
(C) Process
(D) Product

7. Which theory of learning heavily underpins the rationale for Differentiated Instruction by emphasizing that learning occurs optimally when a student is challenged just beyond their current mastery level?
(A) Operant Conditioning Theory
(B) Social Cognitive Learning Theory

(B) Product
(C) Process
(D) Environment

39. Which of the following is an example of differentiating product complexity?
(A) Relocating a student diagnosed with ADHD to a quiet individual desk positioned directly near the teacher.
(B) Supplying a student with severe visual impairment a specialized large-print edition of the class textbook.
(C) Pairing a struggling student with a designated peer tutor to assist in reading a difficult textbook passage.
(D) Adjusting task depth, such as identifying characters versus analyzing their motives.

40. Which of the following statements about differentiating the product is incorrect?
(A) Requiring all students to be graded against a single, rigid standard.
(B) Actively encouraging varied formats and expressive modalities for final student projects.
(C) Incorporating student portfolios as an effective evaluation tool to track continuous progress over time.
(D) Empowering students by fostering a strong sense of personal ownership over their learning output.

41. Differentiating the 'Learning Environment' encompasses modifying:
(A) Reorganizing solely the physical layout and placement of student desks and classroom furniture.
(B) Both the physical setup and the socio-emotional climate of the classroom.
(C) Modifying official curriculum documents and standardized learning benchmarks.
(D) Altering the formal structure and formatting of final student report cards distributed to parents.

42. A teacher creates a designated "quiet zone" in the classroom equipped with noise-cancelling headphones for a student with Autism Spectrum Disorder (ASD) who experiences sensory overload. Which element of Differentiated Instruction is being addressed?
(A) Content depth
(B) Instructional Process
(C) Assessment Product
(D) Learning Environment

NODIA

43. A teacher establishes clear classroom routines, uses visual schedules, and fosters a classroom culture where making mistakes is celebrated as a learning opportunity to reduce anxiety for a student with an emotional and behavioral disorder. This is an example of modifying the:
(A) Social-emotional environment
(B) Content delivery and instructional format
(C) Formative assessment and product evaluation
(D) Tiered assignment and process modification

44. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): Differentiating the learning environment can significantly improve the academic engagement of students with sensory disabilities.
Reason (R): Appropriate lighting, seating near the teacher, and minimizing background noise directly remove barriers to learning for students with visual or hearing impairments.
In the context of the above two statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

45. Read the following strategies regarding environment differentiation:
I. Providing preferential seating for a student with low vision.
II. Establishing flexible workspaces where students can choose to work collaboratively or independently.
III. Ensuring aisles are wide enough and clear of clutter for a student using a wheelchair.
Which of the statements given above are correct examples of differentiating the learning environment?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

46. Read the following scenario and answer the question.
In a classroom, a student with ADHD struggles to stay seated and focus during long lectures.

student responses.
(D) Equity - Providing exactly the same materials and resources to every student.

15. When differentiating 'Content', a teacher is essentially modifying:
(A) What students need to learn or how they will access the information.
(B) How students demonstrate what they have learned at the end of a unit.
(C) The physical arrangement of the desks in the classroom.
(D) The amount of time given during recess.

16. A teacher provides an audio recording of a textbook chapter for a student with Visual Impairment, while the rest of the class reads the printed text. The learning objective (understanding the chapter) remains the same for all. Which element of Differentiated Instruction is the teacher primarily modifying?
(A) Product
(B) Content
(C) Learning Environment
(D) Summative Assessment

17. Differentiating content often involves adjusting the complexity of the material. Which of the following is an example of differentiating content complexity for a student with an Intellectual Disability?
(A) Allowing the student to sit on a flexible therapy ball while working on standard tasks.
(B) Providing simplified text focused on foundational concepts rather than abstract details.
(C) Letting the student present their final term project as a diorama instead of a written essay.
(D) Pairing the student with a high-achieving peer to complete a standard grade-level worksheet.

18. A teacher in an inclusive classroom provides reading materials on the water cycle at three different reading levels to accommodate varying literacy skills, while ensuring all materials cover the same core scientific concepts. This is an example of differentiating:
(A) Process
(B) Product
(C) Environment
(D) Content

19. A science teacher creates vocabulary flashcards with text for some students, and flashcards with text paired with pictures for a student with Autism Spectrum Disorder (ASD). Which element of instruction is being differentiated here?
(A) Content format
(B) Process
(C) Product format
(D) Physical Environment

20. Read the following statements regarding ways to differentiate content:
I. Using curriculum compacting for advanced learners who have already mastered the material.
II. Providing text-to-speech software for a student with a specific learning disability to access the reading material.
III. Changing the grading scale for summative exams at the end of the year.
Which of the statements given above represent differentiating content?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

21. Which of the following practices does NOT represent the differentiation of content?
(A) Allowing students to choose arbitrary topics when curriculum mandates both.
(B) Highlighting key essential vocabulary terms directly within a complex reading text for a student with an intellectual disability.
(C) Utilizing a qualified sign language interpreter to deliver a comprehensive lecture to a student with severe hearing impairment.
(D) Providing a comprehensive bilingual visual glossary for a student whose native primary language differs from the medium of instruction.

22. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): Differentiating content means that teachers lower the educational standards and learning outcomes for students with disabilities.
Reason (R): Differentiating content involves changing how students access information without necessarily changing the core learning objective.
In the context of the above two statements,

Downloaded from www.pdf.tube

for the second.
This is an example of differentiating instruction based on:
(A) Interest
(B) Readiness
(C) Learning Profile
(D) Gender

55. Which of the following is a common strategy used to address varied readiness levels in a classroom?
(A) Modality preference testing
(B) Forcing all students to read at grade level
(C) Using uniform summative assessments
(D) Tiered assignments

56. Which of the following is an incorrect statement regarding readiness in Differentiated Instruction?
(A) Individual readiness levels can dynamically vary from subject to subject for the same student.
(B) Readiness levels can fluctuate from day to day depending on the specific lesson topic addressed.
(C) Readiness is a fixed attribute equating to a student's IQ.
(D) A student with a high IQ score may still demonstrate low readiness for a specific new skill.

57. In Differentiated Instruction, differentiating by 'Interest' involves:
(A) Grouping students strictly according to their demonstrated prior knowledge of a subject.
(B) Aligning curriculum with student passions and hobbies to increase motivation.
(C) Systematically identifying whether a learner prefers visual, auditory, or kinesthetic input.
(D) Forcing students to study topics they dislike in order to build psychological resilience.

58. A language arts teacher allows students to write a persuasive essay on a topic of their choice. One student chooses "Why video games are good," another chooses "Climate Change," and a student with ASD writes on "Train Schedules." This strategy is an example of differentiation based on:
(A) Readiness
(B) Learning Profile
(C) Interest
(D) Physical Environment

59. Read the following statements regarding interest-based differentiation:

NODIA

I. It increases student engagement and intrinsic motivation.
II. It helps students connect what they are learning in school to their own lives.
III. It requires the teacher to abandon the core curriculum syllabus completely.
Which of the statements given above is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

60. The primary psychological benefit of using interest-based differentiation for Children with Special Needs (CWSN) is that it enhances:
(A) Working memory and executive capacity
(B) Visual acuity and tracking skills
(C) Fine motor coordination and control
(D) Intrinsic motivation and focus

61. A mathematics teacher is teaching data collection and graphing. To differentiate by interest, what would be the most appropriate strategy?
(A) Providing the exact same complex dataset regarding agricultural crop yields to every student in the class.
(B) Supplying different models and levels of graphing calculators without changing the assignment topic.
(C) Administering a comprehensive pre-test on graphing concepts prior to beginning classroom instruction.
(D) Allowing students to collect and graph data on topics they enjoy.

62. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): Interest-based differentiation can be particularly effective for students with Autism Spectrum Disorder (ASD).
Reason (R): Students with ASD often have restricted, highly focused interests that can be leveraged to teach academic skills and improve engagement.
In the context of the above two statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

63. If a teacher groups students because they all enjoy learning about space, the grouping is based on _____; if the teacher groups students because they all need help with addition with carryover, the grouping is based on _____.
(A) Interest ; Readiness
(B) Readiness ; Learning Profile
(C) Learning Profile ; Interest
(D) Interest ; Learning Profile

64. Read the following scenario and answer the question.
A teacher is teaching an environmental science class on ways to reduce pollution. Students are given a 'Choice Menu' that includes creating a comic strip, writing a song, making a poster, or writing an essay. By allowing students to select the format they enjoy most, the teacher is primarily differentiating the product based on:
(A) Readiness
(B) Interest
(C) Age
(D) Cognitive Ability

65. 'Learning Profile' in Differentiated Instruction refers to:
(A) The student's official academic transcripts and historical grades from previous academic years.
(B) The student's preferred learning mode shaped by styles, intelligences, gender, and culture.
(C) The student's official clinical diagnosis under statutory disability guidelines.
(D) The student's chronological age, physical height, and general developmental milestones.

66. A teacher presents a lesson on the water cycle by simultaneously showing a video (visual/ auditory), providing a hands-on experiment with condensation (kinesthetic), and providing a reading passage (textual). The teacher is differentiating the process to accommodate diverse:
(A) Learning profiles
(B) Readiness skill levels
(C) Personal topic interests
(D) Homogeneous age groups

67. Read the following factors:
I. Multiple Intelligences profiles
II. Cultural background and norms
III. Preference for individual vs. group work
Which of the above factors contribute to shaping a student's Learning Profile?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II, and III

68. Identify the correct pair regarding differentiation strategies based on student characteristics:
(A) Administering a comprehensive diagnostic pre-test to group students - Differentiating by Interest
(B) Providing a choice between reading about sports or reading about space - Differentiating by Readiness
(C) Lowering the passing standards on a final examination - Differentiating by Learning Profile
(D) Allowing seating choices based on sensory needs - Differentiating by Learning Profile

69. Which of the following is an example of differentiating instruction based on Learning Profile for a student with a Specific Learning Disability (Dyslexia) who has strong auditory processing skills?
(A) Forcing the student to read aloud in front of the class to practice.
(B) Giving the student a simpler reading book on a different topic.
(C) Letting the student choose to read about sports instead of history.
(D) Providing audiobooks and allowing oral responses for assignments.

70. Read the following scenario and answer the question.
During a literature class, a teacher notices that some students learn best by quietly reading alone, while others learn better by discussing the story with peers. To accommodate this, the teacher designates a quiet reading corner and a separate collaborative discussion table.
The teacher is differentiating the learning environment to match the students':
(A) Academic readiness
(B) Individual IQ scores
(C) Learning profiles
(D) Personal interests

71. Which of the following is NOT a component of a student's Learning Profile?
(A) Gender-based learning preferences

Click Here to Buy book on Amazon

(B) Environmental preferences (e.g., quiet vs. noisy, bright vs. dim)
(C) Cognitive style (e.g., analytical vs. global thinker)
(D) The score obtained on the final board examination

72. A special educator incorporates rhythmic songs and drumming to teach multiplication tables to a student who struggles with rote memorization but has strong musical aptitude. This approach is rooted in differentiating by:
(A) Baseline academic readiness level
(B) Personal individual student interest
(C) Comprehensive summative assessment format
(D) Multiple Intelligences profile

73. 'Tiered Assignments' is an instructional strategy in Differentiated Instruction where:
(A) Students are permanently tracked into high, middle, and low ability classrooms for the year.
(B) Students receive tasks sequentially and cannot move forward until mastering prior tasks perfectly.
(C) Advanced students complete administrative tasks for teachers while struggling students do worksheets.
(D) Varied assignments on core skills are provided, adapted to different complexity levels.

74. A teacher is using tiered assignments for a lesson on identifying nouns.
Tier 1: Identify nouns in a simple sentence.
Tier 2: Identify nouns in a complex paragraph.
Tier 3: Write a paragraph and highlight all the nouns used.
These tiers are primarily differentiated based on student:
(A) Interest
(B) Learning Profile
(C) Physical Environment
(D) Readiness

75. Read the following statements regarding characteristics of Tiered Assignments:
I. All tiers must focus on the same core learning objective.
II. Tasks should be equally engaging and respectful across all tiers.
III. Tiers are designed based on the varied readiness levels of the students.
IV. Tiers require students with disabilities to learn completely different concepts than their peers.
Which of the statements given above are correct?
(A) I, II, and III only
(B) I, II, and IV only
(C) II, III, and IV only
(D) I, III, and IV only

76. What is the most critical rule a teacher must follow when designing tiered assignments in an inclusive classroom?
(A) The lowest task tier must consist exclusively of rote copying and basic mechanical drills.
(B) Students must be kept completely unaware that different assignment tiers exist in the class.
(C) Tiered assignments should strictly be used for summative evaluation rather than practice activities.
(D) Every tier must lead students to master the essential learning goal.

77. When applying cognitive taxonomies to create tiered assignments, a teacher might design a task for a student with an Intellectual Disability focused on _____, while designing a task for an advanced student focused on _____.
(A) Evaluating content ; Remembering facts
(B) Creating products ; Understanding ideas
(C) Analyzing concepts ; Remembering details
(D) Remembering ; Creating

NODIA

78. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): Tiered assignments are different from traditional "tracking" or "streaming" of students.
Reason (R): Tracking permanently places students in rigid groups based on general ability, whereas tiered assignments allow for fluid, flexible grouping based on current readiness for a specific skill.
In the context of the above two statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

79. Read the following scenario and answer the question.
In a science class learning about the human digestive system, the teacher assigns tasks. Group A matches pictures of organs to their names. Group B writes a short description of the function of each organ. Group C creates a flowchart explaining how enzymes break down food.
What Differentiated Instruction strategy is the teacher employing?
(A) Tiered assignments
(B) Interest-based choice boards
(C) Learning profile environments
(D) Structured peer tutoring

80. Which of the following is an incorrect statement regarding tiered assignments?
(A) They ensure that every student is appropriately challenged.
(B) They require the teacher to assess student readiness beforehand.
(C) They allow students with different learning needs to work on the same core concept simultaneously.
(D) The tasks in the lower tiers should be dull and repetitive to encourage students to move up.

81. Flexible Grouping is a core component of Differentiated Instruction. It is best defined as:
(A) Permanently assigning students to fixed groups at the start of the academic year based on IQ scores.
(B) Changing student groups frequently based on readiness, interest, or learning profile.
(C) Categorizing and grouping students strictly according to their disability status.
(D) Granting students unrestricted permission to wander around the classroom freely during instruction.

82. A teacher forms a group containing a gifted student, an average student, a student with a learning disability, and a student with a hearing impairment to work on a collaborative project. This type of grouping is known as:
(A) Heterogeneous grouping
(B) Homogeneous ability grouping
(C) Tiered readiness grouping
(D) Segregated special grouping

83. Read the following statements regarding the benefits of flexible grouping in inclusive education:
I. It prevents the stigmatization associated with permanent "low ability" groups.
II. It allows students to interact and learn from a wider variety of peers.
III. It guarantees that students with disabilities will not need an Individualized Education Programme (IEP).
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

84. A special educator notices that four students from different background ability levels all share a strong interest in robotics. She groups them together for a science project. This is an example of flexible grouping based on:
(A) Readiness
(B) Learning Profile
(C) Homogeneous cognitive ability
(D) Interest

85. Which of the following statements contrasting static grouping and flexible grouping is incorrect?
(A) Static grouping can lead to low self-esteem in struggling learners, whereas flexible grouping mitigates this.
(B) Flexible grouping is dynamic and task-dependent, whereas static grouping remains the same across all subjects and tasks.
(C) Flexible grouping is explicitly prohibited under education regulations for children with special needs.
(D) In flexible grouping, a student might be in a remedial group for math but an advanced group for reading.

86. When using flexible grouping to teach a new, highly complex concept to a student with a mild Intellectual Disability, which grouping strategy might the teacher initially employ for direct instruction?
(A) Large heterogeneous whole-class instruction group
(B) Small homogeneous readiness group for focused support
(C) Completely independent self-directed study
(D) Random peer-pairing without teacher guidance or oversight

Downloaded from www.pdf.tube

87. What is the primary advantage of heterogeneous grouping in an inclusive classroom?
(A) It entirely eliminates the requirement for classroom teachers to deliver direct instruction.
(B) It guarantees that all enrolled students complete their assigned tasks at the exact same time.
(C) It offers the simplest and most straightforward methodology for evaluating and assigning student grades.
(D) Promoting peer tutoring, social modeling, and cooperative learning.

88. Read the following scenario and answer the question.
A teacher groups students homogeneously by reading level on Monday for guided reading instruction. On Wednesday, the teacher groups them heterogeneously for a drama activity. On Friday, students choose their own groups based on who they want to work with.
This dynamic shifting of group structures is a classic demonstration of:
(A) Flexible Grouping
(B) Tracking
(C) Curriculum Compacting
(D) Mainstreaming

89. A 'Choice Board' (or learning menu) is a Differentiated Instruction tool primarily used to differentiate:
(A) Reorganizing the physical layout and seating arrangements of the classroom.
(B) Adjusting the official grading scale utilized for end-of-year examinations.
(C) Altering core state curriculum standards mandated by the department of education.
(D) Process or product by offering students a selection of activities.

90. A teacher provides a 3x3 grid (like a Tic-Tac-Toe board) containing nine different activities related to a science unit. Students must choose three activities in a row to complete. This tool is an example of:
(A) A Choice Board / Menu
(B) A Tiered Assignment
(C) A Formative Assessment Rubric
(D) A Standardized Test

91. Read the following statements regarding designing effective choice menus:
I. The activities on the menu should align with the same core learning objectives.
II. The menu should offer options that cater to different learning profiles and interests.
III. The menu should include activities that range in complexity to accommodate different readiness levels.
Which of the statements given above is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

92. Identify the correct pair regarding choice boards:
(A) Choice Board - A tool boosting autonomy by allowing task selection.
(B) Tic-Tac-Toe Menu - A strategy where students must complete all 9 tasks regardless of preference.
(C) Restaurant Menu Strategy - An instructional tool designed exclusively for teaching nutrition concepts.
(D) Learning Contract - A rigid instructional schedule dictated entirely by the teacher without student input.

93. How can a choice board be highly beneficial for a student with Attention Deficit Hyperactivity Disorder (ADHD) in an inclusive classroom?
(A) By forcing the student to sit completely still at a desk for prolonged instructional periods.
(B) By overwhelming the student with an excessive volume of complex written directions and tasks.
(C) By completely eliminating the requirement for any ongoing teacher monitoring or supervision.
(D) Offering choices provides control and engagement, reducing off-task behavior.

94. Which of the following is a correct statement regarding the philosophy behind using choice boards in Special Education?
(A) Choice boards shift the entire burden of instructional responsibility away from the teacher onto students.
(B) Choice boards are suitable exclusively for general education students without cognitive impairment.
(C) Choice boards directly violate the fundamental inclusive design principles of Universal Design for Learning.
(D) Choice boards build self-determination by letting students use their strengths.

NODIA

notices that the students in Tier 1 finished too quickly and were bored, while Tier 3 students were frustrated. What is the most appropriate next step in the Differentiated Instruction planning cycle?

(A) Immediately blame the enrolled students for failing to exert sufficient academic effort during class.
(B) Abandon Differentiated Instruction principles completely and return permanently to traditional lecturing.
(C) Implement disciplinary consequences for Tier 1 students because they completed their work too quickly.
(D) Reflect and adjust tier complexity for future lessons based on observations.

112. When differentiating instruction for a student with severe Visual Impairment (VI) in an inclusive classroom, which of the following is a vital content adaptation?

(A) Distributing heavily color-coded print worksheets without providing any accompanying text descriptions.
(B) Assigning student seating exclusively at the back of the room to minimize visual and auditory distractions.
(C) Utilizing professional sign language interpretation services throughout the standard instructional period.
(D) Providing text in Braille or screen-reading audio software.

113. A teacher is planning a lesson for a class that includes a student with a profound Hearing Impairment (HI). Which of the following differentiated strategies is most appropriate?

(A) Providing transcripts, visual aids, and sign language interpreters.
(B) Speaking in a significantly louder tone while facing away toward the blackboard during the lecture.
(C) Systematically replacing all standard reading assignments with audiobooks for every classroom task.
(D) Permanently removing the student from the general education classroom during all lecture presentations.

114. Read the following scenario and answer the question.

During a science lecture, the teacher uses a sign language interpreter and provides captioned videos for a student with hearing impairment. The teacher is primarily differentiating the:

(A) Instructional process
(B) Subject content format
(C) Student product output
(D) Formal summative assessment

115. Read the following scenario and answer the question.

A student with low vision is given a geography map that has raised tactile boundaries and varied textures to represent mountains and rivers, instead of a standard printed map. This adaptation is primarily an example of differentiating:

(A) Product complexity
(B) Social environment
(C) Individual task pacing
(D) Content access

116. Read the following statements regarding environment differentiation for a student with Hearing Impairment:

I. Seating the student away from noisy areas like open windows or hallway doors.
II. Ensuring the classroom is well-lit so the student can easily see the teacher's face for lip-reading.
III. Arranging desks in a U-shape so the student can see the faces of peers during discussions.

Which of the statements given above are correct strategies?

(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

117. A special education teacher uses multisensory approaches—such as tracing letters in sand, using sandpaper letters, and pairing sounds with physical gestures. This approach is highly effective for students with Sensory Disabilities and Learning Disabilities because it differentiates the:

(A) Architectural layout of the school building
(B) Formal assessment grading criteria scale
(C) Mandated core curriculum textbook syllabus
(D) Process via sensory modalities

118. Which of the following is an inappropriate differentiation strategy for a student with a Sensory Disability?

(A) Assuming physical impairment requires simplified cognitive content.
(B) Consistently allowing a student with visual impairment extra time to process and read braille materials.

Click Here to Buy book on Flipkart

students only once during the academic year.
(B) Evaluates student performance against standardized national norms rather than individual progress.
(C) Focuses exclusively on tracking and assessing physical developmental milestones.
(D) Provides frequent, direct measures of student progress to adjust instruction.

104. Read the following steps in planning a differentiated lesson:
I. Design differentiated activities (Content, Process, Product) based on student data.
II. Identify the core learning objectives and essential outcomes.
III. Evaluate and reflect on the success of the lesson.
IV. Assess student readiness, interests, and learning profiles (Pre-assessment).
Which of the following represents the correct logical sequence of these steps?
(A) II, IV, I, III
(B) IV, II, I, III
(C) II, I, IV, III
(D) I, II, IV, III

105. A standard Differentiated Instruction lesson-planning template explicitly requires the teacher to plan for adaptations in which of the following three areas?
(A) Finance, Infrastructure, and Transport
(B) IQ, EQ, and SQ
(C) Diagnosis, Medication, and Therapy
(D) Content, Process, and Product

106. Read the following statements regarding the components of a Differentiated Instruction lesson plan:
I. It must include clear, measurable learning objectives for all students.
II. It must detail how the class will be grouped (e.g., whole class, small group, pairs).
III. It must include identical worksheets for every student to ensure fairness.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

107. What is the indispensable first step in planning any differentiated lesson for an inclusive classroom?
(A) Systematically deciding which specific students will be excluded from the classroom activity.
(B) Designing a comprehensive end-of-unit summative examination prior to beginning instruction.
(C) Rearranging classroom furniture and student desks into a cooperative circular configuration.
(D) Clearly defining essential student learning objectives.

108. When a teacher plans a differentiated lesson by incorporating multiple means of representation, multiple means of action and expression, and multiple means of engagement from the very beginning, they are aligning DI with the framework of:
(A) Applied Behavior Analysis principles
(B) Freudian Psychoanalytic Theory framework
(C) Pavlovian Classical Conditioning Model
(D) Universal Design for Learning

109. A special educator is planning a lesson on the concept of 'Money' for a diverse classroom. Which of the following is the most appropriately stated learning objective for a differentiated lesson?
(A) All enrolled students will complete page 45 of the standard grade-level mathematics textbook.
(B) Students with intellectual disabilities will manipulate coins while neurotypical peers solve calculus.
(C) The classroom teacher will deliver a formal lecture regarding money for forty minutes continuously.
(D) Students understand currency values and apply them at varying levels.

110. Identify the incorrect pair regarding steps in lesson planning:
(A) Pre-assessment - Determining readiness levels before teaching.
(B) Formative Assessment - Checking for understanding during the lesson.
(C) Differentiation Strategy - Choosing tiered assignments or flexible grouping.
(D) Objective Setting - Designing the final exam questions after the unit ends.

111. Read the following scenario and answer the question.
After implementing a differentiated lesson on fractions using tiered assignments, the teacher

Downloaded from www.pdf.tube

95. Which of the following is NOT a feature of a well-designed choice board?
(A) Ensuring that every available choice directly leads to mastery of targeted learning goals.
(B) Systematically incorporating diverse options designed for visual, auditory, and kinesthetic outputs.
(C) Appropriately accommodating and supporting varying baseline levels of individual student readiness.
(D) Penalizing the easiest task heavily in grading to discourage choice.

96. In the context of Differentiated Instruction, what is the primary role of Formative Assessment?
(A) To issue a definitive final grade at the conclusion of the complete academic year.
(B) To rank and categorize students for mandatory placement into specialized facilities.
(C) To identify and remove low-performing students from the general education program.
(D) To provide ongoing feedback that guides teaching and grouping decisions.

97. A teacher gives a short quiz before beginning a new unit on fractions to find out what students already know. In Differentiated Instruction, this is specifically known as:
(A) Pre-assessment
(B) Summative Assessment
(C) Standardized Testing
(D) Aptitude Testing

98. Read the following assessment tools:
I. Exit slips / Exit tickets
II. Thumbs up / Thumbs down (informal checking)
III. Annual Board Examination
IV. Concept mapping during a lesson
Which of the above are considered formative assessment tools used to adjust differentiated instruction?
(A) I, II, and III only
(B) I, II, and IV only
(C) II, III, and IV only
(D) I, III, and IV only

99. At the end of a class, the teacher asks students to write down one thing they learned and one question they still have on a small piece of paper before leaving. The teacher uses this information to plan the groups for the next day. This technique is called:
(A) A standardized test
(B) A summative portfolio
(C) A tiered assignment
(D) An exit slip

100. Which of the following best describes the relationship between assessment and Differentiated Instruction?
(A) Assessment marks the absolute conclusion of the instructional teaching cycle.
(B) Assessment and instruction operate as entirely separate, unrelated educational entities.
(C) Assessment functions solely as a tool for assigning formal grades to students.
(D) Assessment and instruction are inseparable, continuously guiding teaching.

NODIA

101. Read the following scenario and answer the question.
During a lesson on adding two-digit numbers, a teacher notices through a quick whiteboard check that five students, including one with a learning disability, are consistently making the same error. The teacher stops whole-class instruction, gives the rest of the class an independent practice activity, and pulls the five students aside for a mini-lesson.
The teacher's action is a direct result of using:
(A) Formative assessment to adjust instruction
(B) Formal end-of-unit summative assessment
(C) Structured peer-assisted tutoring models
(D) Student choice boards and menus

102. Which of the following statements comparing formative and summative assessment in a differentiated classroom is incorrect?
(A) Formative assessment is the compass that guides the DI journey, while summative assessment is the final destination.
(B) Formative assessments are usually ungraded or low-stakes, whereas summative assessments carry heavy weight for grading.
(C) Formative assessment happens during learning, while summative assessment happens after learning.
(D) Differentiated Instruction relies exclusively on summative assessments to form flexible groups.

103. Curriculum-Based Measurement (CBM) is often used in Special Education as a formative assessment tool because it:
(A) Is designed to be formally administered to

(C) Implementing clear, predictable visual schedules to guide transitions for a student with hearing impairment.
(D) Permitting a student with low vision to utilize a desktop electronic magnifier during classroom activities.

119. What is the best inclusive classroom adaptation for a student with deafblindness during a hands-on science experiment?
(A) Requiring the student to sit quietly at a desk and read a braille textbook during science class.
(B) Assigning a neurotypical peer to perform the entire experiment while the student watches passively.
(C) Sending the student to a separate special resource room for the duration of the experimental period.
(D) Using tactile exploration, hand-under-hand guidance, and real objects.

120. When differentiating instruction for a student with an Intellectual Disability (ID), a highly effective strategy for differentiating the 'Process' is 'Task Analysis'. What does this involve?
(A) Breaking down a complex skill into smaller, sequential, teachable steps.
(B) Analyzing the student's IQ test results.
(C) Giving the student a completely different, unrelated task to keep them busy.
(D) Asking the student to analyze a complex poem.

121. Read the following scenario and answer the question.
A student with Dysgraphia understands scientific concepts clearly but struggles severely with handwriting. The teacher allows the student to dictate answers to a scribe or use speech-to-text software for the final exam. Which element is being differentiated?
(A) Content
(B) Process
(C) Learning Environment
(D) Product

122. Read the following scenario and answer the question.
A teacher is teaching addition. Most students are solving equations on paper. For a student with a moderate Intellectual Disability, the teacher provides an abacus and real counting blocks to solve the same addition problems. This is an example of differentiating the:
(A) Subject content format
(B) Physical class environment
(C) Final summative product output
(D) Concrete-based process

123. How does an Individualized Education Programme (IEP) align with Differentiated Instruction (DI) in the general education classroom?
(A) They represent mutually conflicting educational frameworks; teachers must choose either an IEP or DI.
(B) An IEP is legally implemented only in special schools, whereas DI applies exclusively in regular settings.
(C) Practicing Differentiated Instruction completely replaces and voids the legal requirement for an IEP.
(D) The IEP provides specific goals incorporated into the teacher's DI planning.

124. A teacher provides a graphic organizer (a visual framework) to help a student with a Specific Learning Disability organize thoughts before writing an essay. This strategy is an example of:
(A) Differentiating underlying content complexity
(B) Differentiating the physical learning environment
(C) Lowering overall grade-level academic expectations
(D) Scaffolding the instructional process

125. Identify the correct pair matching a disability category with an appropriate Differentiated Instruction strategy:
(A) Attention Deficit Hyperactivity Disorder - Providing lengthy, uninterrupted oral lectures.
(B) Specific Learning Disability (Dyslexia) - Relying exclusively on text-heavy written worksheets.
(C) Intellectual Disability - Utilizing highly abstract, theoretical, and complex reasoning tasks.
(D) Autism Spectrum Disorder - Providing visual schedules and clear routines.

126. Which of the following is NOT a recommended strategy for differentiating instruction for a student with a Specific Learning Disability (SLD) in reading?
(A) Supplying accessible digital audio versions of

Click Here to Buy book on Amazon

prescribed reading textbooks.
(B) Systematically highlighting essential vocabulary terms within reading passages.
(C) Granting additional time to complete complex reading and comprehension assignments.
(D) Forcing repeated oral reading of complex text until mistake-free.

127. For a student with a mild Intellectual Disability, a teacher uses direct instruction, provides frequent immediate feedback, and gradually removes support as the student gains competence. This process of temporarily supporting learning is known as:
(A) Tracking
(B) Mainstreaming
(C) Segregation
(D) Scaffolding

128. Read the following scenario and answer the question.
A history teacher provides the standard textbook to the class, but provides a customized summary with bullet points, simpler vocabulary, and larger fonts covering the same historical events for a student with a cognitive impairment. The teacher is differentiating the:
(A) Instructional process
(B) Final product output
(C) Social classroom environment
(D) Content format

129. There are several misconceptions regarding Differentiated Instruction (DI). Which of the following is a common myth about DI?
(A) DI requires separate, individual lesson plans for every student.
(B) DI represents a comprehensive philosophy and way of thinking about teaching and learning.
(C) DI necessitates the systematic implementation of dynamic, flexible student grouping strategies.
(D) DI relies consistently on continuous formative assessment to effectively guide daily instruction.

130. Which of the following statements correctly contrasts a myth about Differentiated Instruction with the reality?
(A) Myth: DI is only for CWSN. Reality: DI benefits all diverse learners.
(B) Myth: DI is a proactive approach. Reality: DI is strictly a reactive instructional method.
(C) Myth: DI utilizes flexible grouping. Reality: DI mandates rigid, permanent ability tracking.
(D) Myth: DI is rooted in assessment. Reality: Formative assessment plays no role in DI practice.

131. According to educational principles, Differentiated Instruction is NOT:
(A) A balanced blend of whole-class, small-group, and individual instruction.
(B) A process deeply rooted in continuous formative assessment.
(C) A proactive, student-centered approach to classroom learning.
(D) Giving more work to fast learners and less to struggling ones.

132. Giving gifted students more worksheets of the same difficulty level when they finish early to keep them busy is considered an incorrect practice in Differentiated Instruction. Why is this practice incorrect?
(A) It penalizes advanced students rather than offering qualitatively challenging work.
(B) It is incorrect because gifted students should receive no further tasks once completing assigned work.
(C) It is incorrect because finished students should immediately be promoted to a higher grade level class.
(D) It is correct because maintaining continuous student activity is the primary overarching goal of DI.

133. Which of the following is a correct statement clarifying the nature of Differentiated Instruction?
(A) DI consists of an unstructured collection of chaotic activities where students select whatever they wish.
(B) DI is fundamentally incompatible with standard institutional grading systems and state curriculum models.
(C) DI operates merely as an educational synonym for isolated, one-on-one individualized private tutoring.
(D) DI proactively plans for learner differences in readiness, interest, and profile.

134. A colleague expresses concern that Differentiated Instruction is just "dumbing down" the curriculum for Children with Special Needs. How

NODIA

should a special educator appropriately respond using DI principles?
(A) "Yes, curriculum standards must be simplified because CWSN cannot master standard academic skills."
(B) "DI is an instructional approach designed exclusively for gifted and talented students, not CWSN."
(C) "DI requires discarding the academic curriculum completely to focus solely on basic daily life skills."
(D) "DI provides multiple pathways to high standards, challenging every readiness level."

135. Implementing Differentiated Instruction in large classrooms poses significant challenges. Which of the following is a common challenge faced by teachers in this context?
(A) Having an excessive surplus of educational resources and assistive technologies to select from.
(B) An overwhelming oversupply of fully certified special educators present in every rural school.
(C) Statutory provisions explicitly forbidding any form of differentiation.
(D) High student-teacher ratios make individual assessment and flexible grouping difficult.

136. Resource constraints (such as lack of teaching materials and limited space) are a major hurdle for Differentiated Instruction. How can this challenge be systematically addressed for Children with Special Needs (CWSN)?
(A) By systematically denying admission to CWSN in public inclusive educational institutions.
(B) By requiring parents to absorb all financial costs associated with differentiated materials.
(C) By legally mandating that all CWSN must exclusively attend segregated special schools.
(D) By establishing block-level resource rooms and providing assistive technology and appliances.

137. Read the following scenario and answer the question.
A teacher manages a class of 45 students and finds it difficult to create multiple tiered assignments for every single lesson due to time constraints. What is a practical, incremental solution for implementing Differentiated Instruction in this large classroom?
(A) Start small by differentiating one element in one subject and build gradually.
(B) Abandon differentiation efforts completely and deliver instruction targeted exclusively to the average student.
(C) Mandate that school management reduce overall class size to ten students prior to conducting further lessons.
(D) Distribute standard textbooks to struggling students and instruct them to engage in independent self-study.

138. To overcome the time constraints of planning differentiated lessons, which strategy is most effective for general and special educators?
(A) Working strictly in isolation to safeguard individual classroom lesson plans and resources.
(B) Co-teaching and collaborative planning between general and special educators.
(C) Directly copying lesson plans from a decade-old curriculum guide without making modifications.
(D) Completely omitting formative assessments from daily instruction to conserve planning time.

139. In a large classroom with limited resources, a highly effective and research-backed strategy to facilitate differentiation and support CWSN is:
(A) Administering strict disciplinary consequences and corporal punishment for low performance.
(B) Systematically segregating all enrolled CWSN students to desks at the very back of the room.
(C) Exclusively relying on direct, whole-class lecturing methods throughout the entire school day.
(D) Peer tutoring and cooperative learning groups supporting mutual learning.

140. Which of the following statements correctly identifies a systemic support mechanism for implementing inclusive practices and Differentiated Instruction?
(A) The complete statutory abolition of designated Special Educator positions across government schools.
(B) Deploying itinerant special educators to assist regular classroom teachers.
(C) Mandating that all instructional and differentiation materials must be imported from foreign contexts.
(D) Enforcing strict administrative rules that

Downloaded from www.pdf.tube

44. (A) Both A and R are true and R is the correct explanation of A
Adapting physical conditions within the learning environment significantly boosts academic engagement for students with sensory disabilities. Implementing preferential seating, appropriate lighting, and reduced auditory distraction directly addresses physical learning obstacles. Removing environmental barriers ensures that students with visual or hearing impairments can receive instruction clearly and participate fully in classroom activities.

45. (D) I, II, and III only
Preferential seating for visually impaired students, flexible collaborative or individual workspaces, and wide, clutter-free pathways for wheelchair mobility are all exemplary strategies for differentiating the learning environment. These physical adjustments ensure safety, independence, and full spatial accessibility, creating an inclusive physical setting for learners with diverse physical and sensory requirements.

46. (D) Learning Environment
Positioning a standing desk at the back of the classroom alters the physical learning environment to support a student with hyperactivity. This arrangement permits beneficial physical movement without causing disruption to peers. Adapting furniture and spatial setup accommodates physical restlessness, helping hyperactive learners stay focused and engaged during instructional lessons.

47. (D) Providing a simplified reading text on the freedom struggle.
Providing a simplified reading text represents content differentiation because it adapts reading level and vocabulary complexity. In contrast, environmental differentiation focuses on spatial, physical, or socio-emotional adjustments, such as implementing visual schedules, altering lighting, or establishing peer support systems. Adapting reading material modifies curriculum content access rather than the classroom environment.

48. (B) Autism Spectrum Disorder
Providing access to sensory break rooms effectively supports students with Autism Spectrum Disorder who frequently experience sensory overstimulation in active classroom settings. Short breaks in a quiet, low-stimulation environment allow these learners to regulate sensory processing, manage anxiety, and restore focus, enabling them to return to inclusive learning activities successfully.

49. (B) A student's current proximity to specified knowledge and skills.
Readiness in differentiated instruction refers to a student's current knowledge, understanding, and skill level regarding a specific learning objective. It is dynamic and topic-dependent rather than a fixed intelligence metric or age requirement. Assessing readiness allows teachers to provide appropriate scaffolding and tasks aligned with the learner's immediate entry point.

50. (A) Readiness
Administering a pre-test to gauge prior understanding before teaching multiplication allows the teacher to group students according to their current entry skills. Dividing the class based on background knowledge—ranging from foundational addition to advanced word problems—exemplifies differentiation by readiness, ensuring instruction targets each group's immediate learning needs effectively.

51. (B) I, II, and IV only
Readiness-based differentiation connects directly with the Zone of Proximal Development, requiring pre-assessments to determine existing skill levels and scaffolding to bridge knowledge gaps. Assuming that all grade-level students possess identical starting points contradicts readiness principles, as diverse classrooms naturally contain wide variations in prior knowledge, processing speed, and academic preparation.

52. (D) Zone of Proximal Development
The Zone of Proximal Development explains that effective learning occurs when tasks are challenging yet achievable with appropriate guidance. Readiness-based differentiation relies on this principle by identifying each student's current competence level and providing targeted scaffolding, enabling learners to advance beyond independent limits without experiencing cognitive overload or undue frustration.

NODIA

53. (D) Readiness is dynamic and task-specific; ability implies a fixed trait.
Traditional ability tracking permanently labels students based on assumed fixed traits, creating rigid academic streams. In contrast, readiness grouping is dynamic, fluid, and specific to

ANSWERS

1. (B) Proactively adjusting teaching methods, materials, and assessments to match student needs.
Differentiated instruction is a student-centered pedagogical framework based on proactive planning. Teachers modify instructional strategies, learning resources, and evaluation techniques to accommodate the varied readiness levels, personal interests, and learning profiles of students. Rather than relying on a uniform teaching approach or reactive interventions, this model ensures that learning environments accommodate diverse cognitive needs effectively within inclusive classrooms.

2. (A) Teaching material slightly beyond students' independent level using flexible support.
In special education contexts, differentiated instruction operates on the core principle of providing appropriate cognitive challenge accompanied by instructional scaffolding. Presenting learning tasks slightly above a student's current independent skill level encourages intellectual growth while structured supports ensure success. This approach prevents cognitive stagnation without causing overwhelming frustration, keeping instruction aligned with optimal learner development.

3. (B) I and III only
Differentiated instruction focuses on qualitative adaptations in instructional design rather than merely altering the quantity of assigned work. It relies continuously on formative assessment data to adjust teaching strategies to learner progress. The framework is flexible and responsive rather than rigid or formulaic, making the combination of qualitative adjustment and ongoing assessment fundamental to its implementation.

4. (D) DI implies reacting to student failure post-lesson rather than planning proactively in advance.
Differentiated instruction is inherently a proactive instructional model where educators anticipate learner diversity during the initial planning phase. Relying on post-lesson reactions following student failure contradicts this foundational design. Effective differentiation utilizes pre-assessments and constructive learning theories to build accessible pathways before instruction occurs, avoiding retrospective fixes after students experience academic difficulty in class.

5. (C) A is true but R is false
Differentiated instruction is highly compatible with inclusive education principles because both emphasize equity and learner support. However, inclusive education does not mandate identical instruction or uniform learning speed for all students. True inclusion recognizes diverse learning needs and advocates for flexible teaching methods, individualized scaffolding, and equitable learning opportunities rather than forced instructional uniformity across the classroom.

6. (B) Funding
The core framework of differentiated instruction identifies four primary classroom elements available for pedagogical adaptation: content, process, product, and learning environment. Content covers concepts taught, process addresses instructional activities, product pertains to student demonstrations of learning, and environment involves physical or social settings. Institutional administrative funding is an operational resource rather than a primary classroom instructional element.

7. (D) Zone of Proximal Development
Lev Vygotsky introduced the concept of the Zone of Proximal Development, which represents the distance between what a learner can achieve independently and what can be accomplished with guided support. Differentiated instruction relies on this principle by continually offering tasks tailored to each student's current developmental boundary, optimizing learning through appropriate scaffolding and targeted guidance.

8. (A) Readiness, Interest, and Learning Profile
Effective differentiation relies on understanding three core learner dimensions. Readiness indicates a student's current skill level regarding specific concepts. Interest reflects personal passions that spark motivation and engagement. Learning

Click Here to Buy book on Flipkart

profile encompasses preferred learning styles, cognitive traits, and environmental preferences. Teachers utilize these three dimensions to adapt classroom content, instructional processes, and learning products effectively for every student.

9. (C) To accommodate diverse cognitive, physical, and sensory needs in an inclusive classroom.
The fundamental objective of implementing differentiated instruction within inclusive settings is addressing the broad spectrum of cognitive, physical, perceptual, and sensory needs presented by diverse learners. By offering varied pathways to master essential concepts, teachers ensure that every student accesses the general curriculum meaningfully, removing systemic learning barriers without lowering educational expectations or separating students.

10. (A) By offering varied supports so each student has a fair chance to achieve goals.
Equity in education recognizes that individual learners require different types and levels of support to attain common educational goals. Unlike equality, which distributes identical resources regardless of background or need, equity focuses on fairness by tailoring accommodations. Providing targeted scaffolding ensures that children with special needs receive appropriate tools to achieve success alongside peers in inclusive classrooms.

11. (A) I, II, and III only
Differentiating instruction fulfills legal requirements for reasonable accommodations, minimizes behavioral issues caused by academic frustration or boredom, and enhances curriculum access for students with learning disabilities. However, differentiation complements rather than eliminates Individualized Education Programmes, as statutory individual plans remain legally required documents that provide foundational goals for special education students in inclusive classrooms.

12. (B) It provides multiple learning avenues so all students can engage with history concepts.
Inclusive classrooms naturally contain learners with varied literacy skills, processing speeds, and background knowledge. When students face difficulties decoding text or finish assignments too quickly, providing multiple avenues for accessing and processing content enables all individuals to engage with subject matter effectively. Differentiation ensures both struggling readers and advanced learners maintain meaningful cognitive engagement during instructional activities.

13. (C) By tailoring learning to the unique strengths and readiness levels of diverse students.
Differentiated instruction facilitates flexible, experiential learning by adapting educational experiences to align with individual strengths, background knowledge, and present skill levels. Children with special needs thrive when instructional methods offer tactile, visual, or practical opportunities suited to their capabilities. This approach fosters active participation and meaningful mastery of concepts tailored to individual developmental profiles.

14. (D) Equity - Providing exactly the same materials and resources to every student.
Educational equity is defined by distributing resources and instructional supports according to individual student needs rather than providing identical materials to everyone. Supplying identical resources represents absolute equality, which often fails to accommodate specific learning barriers. Equity ensures that each learner receives the specialized adjustments necessary to access the curriculum and achieve academic success effectively.

15. (A) What students need to learn or how they will access the information.
Content differentiation involves adjusting the specific knowledge, concepts, and skills delivered to students, as well as the media through which information is presented. Teachers alter text complexity, format, or sensory modalities so that learners with varied background knowledge and learning profiles can successfully comprehend foundational concepts without compromising core educational standards within the classroom.

16. (B) Content
Providing information through alternative sensory formats—such as converting printed text into audio recordings—modifies how students access instructional concepts. Because the underlying learning objective and topic remain identical to what peers study, changing the delivery medium from visual print to auditory input represents a direct modification of content format to ensure equal instructional access for visually impaired learners.

NODIA

17. (B) Providing simplified text focused on foundational concepts rather than abstract details.
Differentiating content complexity for students with intellectual disabilities involves streamlining subject material to highlight essential, concrete ideas while removing overly abstract or extraneous details. Modifying the depth of reading materials ensures that learners construct clear understandings of core subject matter at an accessible cognitive level without being overwhelmed by complex language or abstract theoretical structures.

18. (D) Content
Offering reading materials written at different readability levels while maintaining identical core subject concepts exemplifies content differentiation. This strategy adjusts text difficulty and vocabulary complexity to align with varying literacy levels, ensuring that all students access the same essential curriculum concepts through reading material suited to their individual comprehension capacities in the inclusive classroom.

19. (A) Content format
Pairing written vocabulary with visual illustrations alters the format through which subject information is represented. Students with Autism Spectrum Disorder often process visual cues more effectively than text alone. Modifying the presentation format of vocabulary terms provides concrete visual supports, enabling learners to access, comprehend, and retain core curriculum concepts effectively alongside their neurotypical peers.

20. (A) I and II only
Curriculum compacting for advanced learners and providing text-to-speech tools for students with learning disabilities represent clear examples of content differentiation, as both alter how subject knowledge is accessed or structured. Conversely, modifying summative grading scales alters assessment evaluation procedures rather than the format or delivery of instructional content provided to learners during instruction.

21. (A) Allowing students to choose arbitrary topics when curriculum mandates both.
Permitting students to select arbitrary topics that bypass mandated curricular requirements fails to represent structured content differentiation. Genuine content differentiation modifies access methods, readability, or depth while remaining aligned with core curriculum objectives. Strategies such as highlighting essential vocabulary, providing sign language interpreters, or supplying visual glossaries appropriately adapt content delivery without abandoning mandated academic standards.

NODIA

22. (D) A is false but R is true
Differentiating content does not mean lowering academic expectations or reducing essential standards for students with disabilities. Instead, it focuses on modifying access pathways, representation formats, and task complexity so learners can achieve target objectives. Core learning goals remain intact while the instructional delivery method is adapted to accommodate diverse sensory, cognitive, and literacy needs effectively.

23. (D) Differentiating Content format
Providing digital mathematics software on a tablet to accommodate a student with physical limitations alters the medium through which instructional concepts are accessed. Converting physical paper exercises into interactive digital formats enables learners with motor challenges to engage directly with fraction concepts, demonstrating an effective strategy for differentiating content format in an inclusive classroom setting.

24. (A) Providing access to Content
Transcribing standard printed history textbooks into Braille provides tactile access to essential informational content for students with total blindness. The subject matter and educational goals remain unchanged, while the input medium is adapted to match the student's sensory capabilities. This practice exemplifies providing accessible content within inclusive educational settings to foster full curriculum participation.

25. (C) The activities students engage in to make sense of or master the content.
Differentiating the process refers to varying the learning activities, pedagogical strategies, and processing methods students use to understand and retain key concepts. Teachers adapt processing tasks by incorporating hands-on materials, varied support levels, or altered task structures, ensuring that every learner processes

differentiation may only be practiced in private schools.

****

Downloaded from www.pdf.tube

35. (C) Product format
Allowing a student with severe writing difficulties to complete a history assessment orally instead of writing an extensive paper represents product format differentiation. The underlying historical knowledge evaluated remains unchanged, but the format used to express that knowledge is adapted, removing fine motor and graphic barriers to reflect true academic mastery accurately.

36. (A) I and II only
Product differentiation is effectively achieved by offering diverse modes of expression and utilizing progress-based evaluation rubrics aligned with core learning goals. Forcing every student to engage in a single format—such as dramatic performances—ignores individual anxieties and language impairments, violating the foundational principles of flexible, student-centered product differentiation in inclusive classrooms.

37. (B) Allowing students to use their strengths to demonstrate learning objectives.
Product differentiation empowers students in inclusive settings to leverage individual strengths and expressive modalities when demonstrating concept mastery. It does not exempt learners from assessment nor automatically reduce cognitive standards. Instead, offering flexible demonstration formats ensures that assessments accurately reflect genuine student learning rather than measuring performance limitations caused by specific disabilities.

38. (B) Product
Allowing a student with motor impairments to create a digital presentation using assistive devices instead of constructing physical models or writing reports represents product differentiation. The strategy adapts the final assignment format, permitting the student to demonstrate knowledge of plant growth processes effectively while accommodating physical capabilities without compromising educational objectives.

39. (D) Adjusting task depth, such as identifying characters versus analyzing their motives.
Differentiating product complexity involves tailoring the cognitive demand required in final assessment tasks to match learner readiness. Asking some students to identify fundamental elements while challenging others to analyze underlying motivations adjusts task depth. This approach ensures that all learners demonstrate understanding at an appropriately challenging cognitive level aligned with core learning goals.

40. (A) Requiring all students to be graded against a single, rigid standard.
Grading every student against a single, inflexible standard contradicts the core principles of product differentiation. Effective product differentiation encourages flexible presentation formats, uses continuous learning portfolios, and promotes individual student growth. Standardized rigidity prevents learners with diverse needs from demonstrating true subject mastery according to their unique profiles and strengths.

41. (B) Both the physical setup and the socio-emotional climate of the classroom.
Differentiating the learning environment involves modifying both physical elements and socio-emotional conditions. It includes arranging physical space, lighting, and seating to enhance accessibility, as well as establishing supportive classroom dynamics, clear routines, and inclusive cultural values. These comprehensive environmental adjustments ensure that every student feels secure, valued, and physically supported during instruction.

42. (D) Learning Environment
Creating a designated quiet zone with noise-cancelling headphones directly modifies the physical learning environment. Students with Autism Spectrum Disorder frequently experience sensory overload from typical classroom noise. Providing an adapted sensory environment helps manage auditory stimulation, promoting emotional regulation and sustained focus during academic tasks in inclusive educational settings.

NODIA

43. (A) Social-emotional environment
Establishing structured daily routines, visual schedules, and an encouraging atmosphere where mistakes are treated as learning opportunities modifies the social-emotional environment. These proactive practices build emotional security, lower situational anxiety, and foster positive behavioral responses, creating an inclusive and predictable atmosphere where students with emotional and behavioral difficulties can thrive academically.

collaborative engagement. Conversely, grouping students who require targeted support with mathematical carrying operations addresses specific skill deficits, representing readiness-based differentiation focused on current entry levels and foundational concept mastery.

64. (B) Interest
Offering a choice menu containing comic strips, songs, posters, and essays allows students to select product formats aligned with personal creative preferences. Leveraging preferred expressive modes differentiates instruction through interest, fostering enthusiasm and self-expression while ensuring all students demonstrate mastery of core environmental science concepts.

65. (B) The student's preferred learning mode shaped by styles, intelligences, gender, and culture.
A learning profile encompasses how a student best processes, internalizes, and demonstrates information. It is shaped by learning styles, multiple intelligence preferences, cultural background, and environmental conditions. Understanding learning profiles allows educators to structure instruction matching how individuals absorb and retain knowledge most effectively.

66. (A) Learning profiles
Presenting the water cycle using visual videos, hands-on condensation experiments, and reading passages accommodates diverse learning profiles. Combining visual, auditory, kinesthetic, and textual modalities ensures that students process information through their preferred sensory channels, maximizing comprehension and engagement across a varied learner group.

67. (D) I, II, and III only
Multiple intelligence profiles, cultural backgrounds, and preferences for independent or group study jointly shape how a student approaches learning tasks. Incorporating these varied factors helps educators construct learning profiles, allowing instruction to be customized to individual cognitive preferences, social habits, and cultural communication styles effectively.

68. (D) Allowing seating choices based on sensory needs - Differentiating by Learning Profile
Accommodating sensory preferences through flexible seating choices directly reflects differentiation by learning profile, as environmental conditions impact cognitive processing. The other options mispair strategies: pre-tests measure readiness rather than interest, topic selection reflects interest rather than readiness, and lowering passing standards undermines core academic expectations.

69. (D) Providing audiobooks and allowing oral responses for assignments.
Supplying audiobooks and permitting oral responses leverages strong auditory processing strengths in a student with Dyslexia. Matching instructional access and product generation to auditory learning preferences bypasses decoding barriers while maintaining rigorous grade-level curriculum content, illustrating effective learning profile differentiation in inclusive classrooms.

70. (C) Learning profiles
Providing distinct spaces for independent reading and collaborative peer discussion addresses varied social working preferences. Adapting physical setup to accommodate students who work best alone and those who learn through verbal interaction differentiates the environment based on learning profiles, supporting optimal cognitive processing for both groups.

71. (D) The score obtained on the final board examination
Learning profiles reflect ongoing preferences and traits such as cognitive style, environmental conditions, and gender-influenced learning habits. A final board examination score is an outcome measure of cumulative academic achievement rather than a component of an individual's ongoing learning style or cognitive processing preference.

72. (D) Multiple Intelligences profile
Using rhythmic songs and drumming to teach math facts leverages musical-rhythmic intelligence to support memorization. Matching instructional strategies to specific intelligence strengths exemplifies differentiation based on Gardner's Multiple Intelligences framework, enabling struggling learners to access abstract numerical concepts through alternate cognitive pathways.

73. (D) Varied assignments on core skills are provided, adapted to different complexity levels.
Tiered assignments represent an instructional strategy where all students focus on identical essential learning goals, but tasks are structured

Click Here to Buy book on Amazon

particular learning tasks. A student may demonstrate low readiness in one concept while displaying high readiness in another, allowing flexible grouping adjustments as learning progresses.

54. (B) Readiness
Using a K-W-L chart helps teachers identify varying levels of prior knowledge among students before launching a topic. Planning concrete visual models for a student with basic prior knowledge while offering advanced texts to a peer addresses differences in background understanding, representing instructional differentiation based on individual learner readiness.

55. (D) Tiered assignments
Tiered assignments provide structured activities designed at varying levels of complexity to match diverse student readiness levels. Every tier addresses the same core learning goal, but tasks are scaffolded differently, allowing struggling, average, and advanced learners to master concepts through challenges matched to their current entry skill levels.

56. (C) Readiness is a fixed attribute equating to a student's IQ.
Equating readiness to a fixed IQ score is incorrect because readiness fluctuates depending on prior knowledge, context, and specific subject topics. A student with high cognitive ability may show low readiness for an unfamiliar concept, while a struggling learner may exhibit high readiness in a familiar area, demonstrating that readiness is dynamic.

57. (B) Aligning curriculum with student passions and hobbies to increase motivation.
Differentiating by interest involves incorporating students' personal passions, hobbies, and curiosity into instructional tasks. Aligning core curricular standards with topics that captivate learners enhances intrinsic motivation, sharpens focus, and encourages active engagement, enabling students—including those with special needs—to connect academic content meaningfully with their personal lives.

58. (C) Interest
Permitting students to select their essay topic—such as video games, climate change, or train schedules—differentiates instruction based on personal interest. Allowing learners to write about topics they find inherently engaging boosts motivation and expressive output while satisfying identical persuasive writing objectives across diverse classroom profiles.

59. (A) I and II only
Differentiating by interest significantly increases motivation and helps students relate academic concepts to personal life experiences. However, it does not require abandoning mandated core curricula. Effective teachers incorporate student interests into existing learning objectives, maintaining academic standards while delivering content through engaging and relevant thematic contexts.

60. (D) Intrinsic motivation and focus
Connecting academic tasks to preferred topics provides powerful psychological benefits for children with special needs by sparking intrinsic motivation and sustaining attention. Utilizing personal interests lowers task avoidance, builds confidence, and fosters active participation, enabling learners to engage deeply with challenging concepts through familiar and compelling themes.

61. (D) Allowing students to collect and graph data on topics they enjoy.
Differentiating a graphing lesson by interest involves enabling students to select datasets related to personal hobbies, sports, or favorite items. Applying graphing principles to preferred topics maintains identical analytical skill objectives while leveraging individual motivation to increase engagement and active effort during data collection and visual representation.

62. (A) Both A and R are true and R is the correct explanation of A
Incorporating preferred topics into lessons is particularly effective for students with Autism Spectrum Disorder. Autistic individuals often display intense, highly focused interests. Integrating these special interest topics into academic tasks enhances focus, reduces anxiety, and builds strong engagement, enabling teachers to teach essential skills successfully through intrinsically motivating themes.

NODIA

63. (A) Interest ; Readiness
Grouping students who share a enthusiasm for space aligns with interest-based differentiation, leveraging common passions to encourage

instructional material effectively according to their individual cognitive and learning needs.

26. (A) Process
Allowing a student with a mild intellectual disability to use concrete manipulatives while others use abstract formulas modifies the instructional process. Both groups work on solving the same mathematical problem, but the mental processing and problem-solving pathway is adapted to concrete representation, enabling the student to conceptualize mathematical ideas effectively through hands-on practice.

27. (D) Process
Task analysis involves breaking complex activities into structured sequential steps, accompanied by visual prompts to guide learning. This strategy modifies the instructional process by organizing how students engage with and process experimental procedures. Structuring task execution helps learners with attention difficulties maintain focus, execute sequential actions accurately, and achieve full mastery during classroom science activities.

28. (A) I, II, and III only
Differentiating the instructional process involves flexible task pacing, reflective learning journals, and skill stations offering diverse working methods. These techniques adjust how students process concepts during learning. In contrast, mandating identical five-page essays for all students at the end of a unit represents a uniform product requirement rather than a differentiated instructional process.

29. (D) Tiered activities offering varied support to master concepts - Differentiating Process
Tiered activities adapt instructional exercises to match varying readiness levels while retaining common learning outcomes, representing a clear method for differentiating the learning process. Conversely, quiet study areas pertain to environment modifications, creating video projects reflects product differentiation, and supplying digital audiobooks represents content format differentiation rather than instructional process differentiation within inclusive classrooms.

30. (D) Process
Setting up multiple learning stations where students explore map reading through reading text, watching instructional videos, or physically navigating a maze represents process differentiation. The underlying subject concepts remain constant across stations, but the pathways through which students process and internalize information are varied to accommodate visual, auditory, and kinesthetic modalities effectively.

31. (A) Modifying the final semester examination complexity for all students.
Modifying a final semester examination alters a summative evaluation product rather than the ongoing learning process. Instructional process differentiation involves scaffolding strategies, such as graphic organizers, targeted small-group guidance, and flexible task completion timeframes during daily learning, helping students process, understand, and master subject concepts within the active classroom environment.

32. (B) Process
Adjusting instructional pacing and granting extended processing time during classroom activities modifies how students interact with and comprehend presented information. Providing extra processing time allows learners with processing delays or learning disabilities to digest spoken directions and formulate thoughts, serving as an effective strategy for differentiating the instructional process within inclusive settings.

33. (B) Modifying how students demonstrate and apply what they learned.
Differentiating the product involves modifying the methods, formats, and assessment tools students use to demonstrate their understanding of concepts taught. Rather than requiring uniform output from every learner, teachers allow varied choices—such as written reports, oral presentations, or visual displays—enabling students to showcase their knowledge effectively according to their individual strengths.

34. (A) Product
Offering choices such as writing essays, constructing physical models, or drawing labeled posters allows students to demonstrate mastery through different output formats. Because these options evaluate the same core astronomical concepts while accommodating diverse expressive and motor capabilities, the teacher is directly differentiating the assessment product to ensure fair and accurate evaluation.

Downloaded from www.pdf.tube

at varying complexity levels. Scaffolding task depth ensures struggling learners receive structured support while advanced students engage with complex challenges, promoting appropriate progress across diverse readiness levels.

74. (D) Readiness
Structuring noun identification tasks into simple sentence recognition, paragraph identification, and independent text generation varies task complexity. Because each tier builds sequentially upon underlying skills and prior knowledge, this setup differentiates instruction based on student readiness, matching challenge levels to individual mastery.

75. (A) I, II, and III only
Tiered assignments focus on common core learning objectives, maintain equal engagement and respect across all tiers, and respond directly to varied student readiness levels. They do not require students with disabilities to learn completely separate concepts, but rather provide adapted support pathways to achieve common core learning goals.

76. (D) Every tier must lead students to master the essential learning goal.
The paramount rule of tiered assignment design is ensuring that every tier guides students toward mastering the same foundational learning standard. Variable complexity alters scaffolding depth rather than educational goals, ensuring equity and guaranteeing that all learners, regardless of tier placement, master targeted essential concepts.

77. (D) Remembering ; Creating
Applying cognitive taxonomies to tiered design allows teachers to adapt task complexity to learner readiness. Designing recall tasks helps students with intellectual disabilities solidify fundamental facts, while open-ended creation tasks challenge advanced learners. Both tiers connect to the core topic while providing appropriately matched cognitive complexity.

78. (A) Both A and R are true and R is the correct explanation of A
Tiered assignments differ fundamentally from academic tracking. Tracking places students into static ability groups permanently, whereas tiered assignments utilize dynamic, task-specific grouping. Learners move flexibly between tiers based on current readiness for specific skills, preventing negative labeling and ensuring responsive instructional support in inclusive classrooms.

79. (A) Tiered assignments
Assigning organ matching, function descriptions, and enzyme flowcharts on digestive systems illustrates tiered assignments. Each task tier addresses the same digestive system concepts but varies in cognitive demand, enabling students at different readiness levels to participate meaningfully and master core science objectives.

80. (D) The tasks in the lower tiers should be dull and repetitive to encourage students to move up.
Designing lower-tier tasks to be dull or repetitive is an improper practice that demotivates struggling learners. All tiers in a differentiated lesson must be respectful, engaging, and meaningful. Lower tiers should provide effective scaffolding and concrete tasks, fostering active learning and mastery rather than punishment or tedious repetition.

NODIA

81. (B) Changing student groups frequently based on readiness, interest, or learning profile.
Flexible grouping is an instructional practice where student groups are continuously reorganized based on changing academic readiness, interests, or learning profiles. Rather than maintaining static tracking, flexible grouping allows students to interact with various peers across different subjects, fostering social inclusion and targeted academic support.

82. (A) Heterogeneous grouping
Combining gifted students, average learners, and students with learning or hearing disabilities into one collaborative team represents heterogeneous grouping. Diverse groups foster peer support, social modeling, and varied perspectives, enabling students of differing strengths to collaborate effectively on common educational goals within inclusive classrooms.

83. (A) I and II only
Flexible grouping prevents social stigmatization tied to permanent ability streams and encourages meaningful peer interaction across diverse student groups. However, flexible grouping does not eliminate the need for Individualized Education Programmes, as statutory IEPs remain legal

designs, ensuring tailored support within flexible, inclusive classroom instructional routines.

124. (D) Scaffolding the instructional process
Providing graphic organizers to help students with learning disabilities organize ideas before writing scaffolds the instructional process. Visual frameworks externalize thought structure, lower executive functioning loads, and offer temporary support, helping learners transition successfully from concept generation to organized written composition without reducing expectations.

125. (D) Autism Spectrum Disorder - Providing visual schedules and clear routines.
Providing visual schedules and predictable routines directly supports students with Autism Spectrum Disorder by reducing anxiety and clarifying transitions. The alternate choices suggest improper practices: lengthy lectures aggravate hyperactivity, exclusive text work hinders dyslexia, and abstract tasks overload intellectual disabilities, making visual supports for autism the correct strategy.

126. (D) Forcing repeated oral reading of complex text until mistake-free.
Forcing repeated public oral reading of complex text causes extreme anxiety and frustration for students with dyslexia, making it an improper strategy. Effective differentiation relies on audiobooks, key vocabulary highlighting, and extra reading time, supporting reading comprehension without subjecting struggling readers to embarrassing oral performance drills.

127. (D) Scaffolding
Delivering direct instruction with immediate feedback and gradually removing assistance as learner competence grows describes scaffolding. Scaffolding provides temporary structural support that enables students with intellectual disabilities to master challenging concepts within their Zone of Proximal Development before transitioning toward independent task completion in inclusive settings.

128. (D) Content format
Providing customized summaries with bullet points, simplified language, and enlarged fonts adapts the content format. While all students cover identical historical concepts, modifying layout and readability ensures that learners with cognitive impairments access subject information effectively without altering the core historical facts taught.

129. (A) DI requires separate, individual lesson plans for every student.
A persistent myth surrounding differentiated instruction is that teachers must construct separate, individualized lesson plans for every student. In reality, differentiation relies on flexible grouping, tiered activities, and varied presentation pathways within a single organized framework, ensuring manageable, inclusive instruction without creating individual plans for all class members.

130. (A) Myth: DI is only for CWSN. Reality: DI benefits all diverse learners.
Believing that differentiated instruction is designed exclusively for children with special needs is a myth. In reality, differentiation benefits all diverse learners—including average students, gifted individuals, and struggling readers—by customizing readiness challenges, interests, and learning profiles within inclusive classroom settings.

131. (D) Giving more work to fast learners and less to struggling ones.
Differentiated instruction is not about giving quantitative increases of work to advanced students or reduced workloads to struggling peers. True differentiation alters task quality and cognitive processing pathways, providing appropriate challenge and scaffolding rather than punishing fast workers with extra drill or shortchanging struggling learners.

132. (A) It penalizes advanced students rather than offering qualitatively challenging work.
Assigning repetitive worksheets to gifted students who finish early penalizes rapid completion rather than deepening understanding. Effective differentiation provides qualitative extension tasks—such as critical thinking, creative application, or complex problem-solving—that challenge advanced learners appropriately rather than burying them in redundant busywork.

133. (D) DI proactively plans for learner differences in readiness, interest, and profile.
Differentiated instruction represents a structured pedagogical approach where teachers proactively design learning experiences to address student variations in readiness, interest, and learning

Click Here to Buy book on Flipkart

STUDYING FROM PDFs?

THINK AGAIN.

If you are studying only from PDFs,
you are wasting valuable time.

Research shows that learning from

PRINTED BOOKS has up to

4× HIGHER RETENTION

than studying from screens.

PRINT BOOK = BETTER MEMORY

PDF = LOWER RETENTION

Those who study from **PRINTED BOOKS**
move **AHEAD.**

Others are left **BEHIND**
in competition.

In competitive exams,
being average is not enough.

STAY ONE STEP AHEAD.

94. (D) Choice boards build self-determination by letting students use their strengths.
Choice boards promote self-determination in special education by enabling students to select assignments aligned with individual cognitive strengths and modalities. Offering controlled choices aligns with Universal Design for Learning principles, fostering independence and confidence without reducing teacher oversight or lowering academic standards across the classroom.

95. (D) Penalizing the easiest task heavily in grading to discourage choice.
Heavily penalizing accessible tasks in grading contradicts equitable differentiation practices. Well-designed choice boards ensure all options lead to target standard mastery, incorporate varied sensory modalities, and support differing readiness levels without penalizing students who require accessible introductory tasks to demonstrate understanding.

96. (D) To provide ongoing feedback that guides teaching and grouping decisions.
Formative assessment serves as an essential mechanism in differentiated instruction by providing continuous feedback regarding student comprehension during learning. Teachers analyze formative assessment data to adjust pedagogical techniques, adapt task complexity, and modify flexible student groupings, ensuring instruction responds continuously to emerging learner needs.

97. (A) Pre-assessment
Administering a brief diagnostic evaluation before starting a new unit is known as pre-assessment. Pre-assessments provide baseline data regarding prior knowledge, misconceptions, and skill levels, allowing teachers to plan differentiated activities, form flexible groups, and tailor instruction accurately before standard teaching begins.

98. (B) I, II, and IV only
Exit tickets, informal sign checks, and mid-lesson concept maps function as formative assessment tools that provide immediate feedback to adjust ongoing instruction. In contrast, annual board examinations are high-stakes summative evaluations designed to measure cumulative learning rather than inform daily differentiation strategies in the classroom.

99. (D) An exit slip
Collecting brief student reflections on key takeaways and remaining questions at the end of class is called an exit slip. Teachers use this quick formative tool to evaluate immediate concept comprehension, identify learning gaps, and organize flexible student groups for subsequent instruction effectively.

100. (D) Assessment and instruction are inseparable, continuously guiding teaching.
In differentiated classrooms, assessment and instruction function as an interconnected, continuous loop rather than isolated events. Ongoing assessments inform instructional adjustments, while instructional outcomes dictate future assessment needs. This seamless relationship ensures that teaching strategies continuously adapt to evolving learner progress and individual educational needs.

101. (A) Formative assessment to adjust instruction
Pausing whole-class teaching to provide targeted mini-lessons for struggling students based on real-time checks illustrates formative assessment in action. Formative monitoring helps teachers spot learning errors immediately and adjust instruction dynamically, providing timely intervention before misconceptions turn into persistent academic barriers.

102. (D) Differentiated Instruction relies exclusively on summative assessments to form flexible groups.
Stating that differentiated instruction relies exclusively on summative assessment to form flexible groups is incorrect. Differentiated instruction relies primarily on continuous formative assessments and pre-assessments to guide flexible grouping. Summative assessments evaluate final mastery, whereas formative data drives responsive, day-to-day instructional adjustments in inclusive classrooms.

103. (D) Provides frequent, direct measures of student progress to adjust instruction.
Curriculum-Based Measurement is widely utilized in special education as a formative evaluation tool because it provides brief, frequent, and direct assessments of basic academic skills. Tracking progress continuously allows teachers to evaluate instructional effectiveness and make timely pedagogical modifications tailored to individual student development.

Downloaded from www.pdf.tube

104. (A) II, IV, I, III
Planning differentiated instruction follows a structured sequence: first, define core learning objectives; second, administer pre-assessments to evaluate readiness and learning profiles; third, design differentiated content, process, and product activities based on collected data; and finally, evaluate lesson success and student growth for future planning.

105. (D) Content, Process, and Product
Standard differentiated lesson plans require explicit planning for adaptations across three core instructional areas: content, process, and product. Teachers modify what information is delivered, how students process concepts, and how learning is demonstrated, ensuring flexible access and equitable progress for diverse learners in inclusive settings.

106. (A) I and II only
Comprehensive differentiated lesson plans require clear, measurable objectives for all learners and detailed grouping structures for whole-class, small-group, or paired activities. Requiring identical worksheets for every student contradicts differentiation principles, which emphasize flexible tasks matched to individual learning needs rather than uniform practice materials.

107. (D) Clearly defining essential student learning objectives.
The indispensable first step in designing differentiated lessons is clearly defining target learning objectives. Establishing essential knowledge and skill goals ensures that all subsequent adaptations in content, process, and product remain aligned with standards, keeping instruction focused while providing flexible access for diverse learners.

108. (D) Universal Design for Learning
Incorporating multiple means of representation, action and expression, and engagement directly aligns differentiated instruction with the Universal Design for Learning framework. UDL proactively reduces learning barriers by embedding flexible options into instructional design, ensuring that diverse learners access curriculum, demonstrate mastery, and maintain motivation effectively.

NODIA

109. (D) Students understand currency values and apply them at varying levels.
A well-formulated differentiated learning objective establishes a common core standard—understanding currency values—while accommodating varying levels of application depth. This approach ensures high expectations for all students while permitting task complexity to adjust dynamically to individual readiness, motor skills, and cognitive processing capabilities in inclusive settings.

110. (D) Objective Setting - Designing the final exam questions after the unit ends.
Setting learning objectives involves establishing clear learning goals at the start of instructional planning rather than creating exam questions after teaching finishes. Pre-assessments measure entry readiness, formative assessments track ongoing comprehension, and differentiation strategies adapt learning activities, but objective setting must precede all instructional design.

111. (D) Reflect and adjust tier complexity for future lessons based on observations.
When lesson tiers prove improperly calibrated—causing boredom or frustration—the proper response in differentiated planning is reflecting on performance data and recalibrating task complexity for upcoming lessons. Adjusting tier challenge levels ensures that activities remain appropriately supportive for struggling learners and sufficiently engaging for advanced students.

112. (D) Providing text in Braille or screen-reading audio software.
Adapting content access for students with severe visual impairments requires converting visual text into tactile Braille or auditory formats using screen-reading software. These adaptations remove visual barriers, enabling students to access identical curriculum content independently alongside peers without lowering academic expectations or altering fundamental subject concepts.

113. (A) Providing transcripts, visual aids, and sign language interpreters.
Differentiating instruction for students with severe hearing impairments involves supplying written transcripts, visual graphic organizers, and sign language interpretation. Converting auditory lectures into visual and gestural modes ensures equal access to instruction, allowing deaf

and hard-of-hearing learners to process classroom information effectively in inclusive settings.

114. (A) Instructional process
Employing sign language interpreters and captioned video presentations during lectures modifies the instructional process. The underlying scientific content remains unchanged, but the delivery pathway is adapted to visual modalities, allowing hearing-impaired students to process presented information effectively alongside peers during active classroom instruction.

115. (D) Content access
Providing tactile maps with raised borders and distinct textures gives visually impaired students direct access to geographical concepts. Modifying physical materials into tactile formats adapts content representation, enabling learners with low vision to explore spatial relationships and topography effectively without altering underlying curriculum goals.

116. (D) I, II, and III only
Seating hearing-impaired students away from ambient noise sources, ensuring clear lighting for speech-reading, and arranging desks in a U-shape for visual peer interaction are effective environmental strategies. These environmental accommodations optimize auditory and visual access, supporting full participation during classroom discussions in inclusive settings.

117. (D) Process via sensory modalities
Multisensory approaches—such as sand tracing, tactile letters, and physical gestures—differentiate the learning process by engaging tactile, visual, and kinesthetic channels simultaneously. Incorporating multiple sensory modalities reinforces neural pathways, helping students with sensory processing or learning difficulties master literacy and numerical concepts effectively during classroom activities.

118. (A) Assuming physical impairment requires simplified cognitive content.
Assuming that a sensory disability automatically requires simplified cognitive content is an inappropriate pedagogical error. Sensory impairments affect information access rather than intellectual capacity. Differentiating appropriately involves modifying presentation channels and environmental conditions, keeping academic rigor high while removing physical or sensory access barriers in the classroom.

119. (D) Using tactile exploration, hand-under-hand guidance, and real objects.
Supporting students with deafblindness during experiments requires tactile strategies, hand-under-hand guidance, and direct interaction with tangible objects. These specialized sensory practices allow learners without visual or auditory channels to explore physical phenomena safely, promoting active, experiential learning in inclusive science settings alongside peers.

120. (A) Breaking down a complex skill into smaller, sequential, teachable steps.
Task analysis differentiates the learning process for students with intellectual disabilities by breaking complex tasks into smaller, sequential, teachable sub-skills. Presenting instruction step-by-step reduces cognitive strain, enhances clarity, and allows learners to master foundational components systematically before attempting complete multi-step tasks in inclusive classrooms.

121. (D) Product
Permitting a student with Dysgraphia to use scribes or speech-to-text tools during examinations differentiates the assessment product. Bypassing physical handwriting barriers allows the student to express concept knowledge accurately through oral or digital formats, ensuring fair evaluation based on academic mastery rather than motor control limitations.

122. (D) Concrete-based process
Supplying concrete manipulatives like abacuses and counting blocks to solve addition problems adapts the learning process into a concrete hands-on activity. While peers solve abstract written equations, using physical objects allows students with moderate intellectual disabilities to internalize mathematical concepts through sensory manipulation and practical reasoning.

123. (D) The IEP provides specific goals incorporated into the teacher's DI planning.
Individualized Education Programmes and Differentiated Instruction operate synergistically in inclusive settings. The IEP establishes statutory goals, specialized accommodations, and individual targets, which general educators integrate directly into daily differentiated lesson

Click Here to Buy book on Amazon

prerequisites for delivering specialized services to eligible students.

84. (D) Interest
Formulating student teams based on shared enthusiasm for robotics represents flexible grouping by interest. Shared interest unites learners across varying ability levels, fostering collaborative problem-solving, high motivation, and peer interaction around common goals without relying on traditional academic streaming methods.

85. (C) Flexible grouping is explicitly prohibited under education regulations for children with special needs.
Claiming that flexible grouping is legally prohibited for children with special needs is incorrect. Educational policies actively endorse flexible grouping in inclusive settings. Dynamic grouping avoids the stigma of permanent tracking and allows students to participate in remedial or advanced teams according to specific task needs.

86. (B) Small homogeneous readiness group for focused support
When introducing complex new concepts to students with mild intellectual disabilities, short-term small homogeneous readiness grouping allows targeted, direct instruction. This setup enables teachers to deliver explicit scaffolding and immediate feedback at an appropriate pace, preparing students to re-join heterogeneous peer activities with built confidence.

87. (D) Promoting peer tutoring, social modeling, and cooperative learning.
The principal advantage of heterogeneous grouping in inclusive classrooms is facilitating natural peer tutoring, social modeling, and cooperative learning. Working alongside peers with varied skill sets exposes struggling students to diverse problem-solving strategies while helping advanced learners solidify understanding through peer explanation and leadership.

88. (A) Flexible Grouping
Dynamically shifting group arrangements—using homogeneous reading groups on one day, heterogeneous drama teams on another, and self-selected interest groups later—exemplifies flexible grouping. This practice prevents rigid ability tracking, supports diverse learning profiles, and maintains dynamic social and academic integration across the classroom.

89. (D) Process or product by offering students a selection of activities.
Choice boards serve as differentiated learning tools that offer students a structured set of options for completing learning tasks or demonstrating content mastery. Providing options allows teachers to differentiate instructional processes and final products, supporting varied learning preferences, readiness levels, and personal interests within an organized framework.

90. (A) A Choice Board / Menu
A grid featuring varied activities from which students select tasks to form a row represents a choice board or Tic-Tac-Toe menu. This tool promotes student autonomy while ensuring that all chosen options align with targeted educational standards and accommodate diverse learning styles within the classroom.

91. (D) I, II, and III only
Effective choice menus align all task options with common learning goals, accommodate diverse learning styles and interests, and offer varied complexity levels to address student readiness. Incorporating these design principles ensures that student task selection promotes meaningful academic growth regardless of specific choices made.

92. (A) Choice Board - A tool boosting autonomy by allowing task selection.
Choice boards enhance student autonomy and intrinsic motivation by enabling individuals to select activities matched to their learning preferences. The remaining options mischaracterize menus by claiming all tasks are mandatory, restricting menu concepts strictly to nutrition topics, or misrepresenting learning contracts as rigid, non-negotiable schedules.

NODIA

93. (D) Offering choices provides control and engagement, reducing off-task behavior.
Choice boards benefit students with Attention Deficit Hyperactivity Disorder by providing a sense of control and active engagement over learning pathways. Offering clear choices increases personal investment, maintains focus, and minimizes off-task behaviors commonly caused by passive listening or non-interactive seatwork in general education classrooms.

profile. It is fully compatible with standard curricula and institutional grading systems, providing an organized framework rather than chaotic unstructured activity or simple dynamic tutoring.

134. (D) "DI provides multiple pathways to high standards, challenging every readiness level."
Differentiated instruction does not lower academic standards or "dumb down" curriculum content for children with special needs. Instead, it provides multiple scaffolding pathways and flexible presentation modes that allow all students to work toward rigorous educational goals, ensuring challenging learning experiences matched to diverse readiness levels.

135. (D) High student-teacher ratios make individual assessment and flexible grouping difficult.
Implementing differentiated instruction in large classrooms faces major operational challenges due to high student-teacher ratios. Managing numerous students simultaneously makes administering ongoing formative assessments, tracking progress, and organizing dynamic flexible groups difficult for teachers operating without assistant support or sufficient planning time.

136. (D) By establishing block-level resource rooms and providing assistive technology and appliances.
Resource constraints in inclusive education can be addressed by establishing block-level resource centers equipped with assistive technologies, adapted learning materials, and specialized devices. Providing shared resource hubs equips general educators with necessary tools to support children with special needs effectively without overburdening individual school budgets or families.

137. (A) Start small by differentiating one element in one subject and build gradually.
When managing large classes under time constraints, teachers should adopt an incremental approach by differentiating a single instructional element—such as process or product—within one subject area initially. Gradually expanding differentiation techniques builds professional confidence and classroom management routines without overwhelming teacher capacity or lesson planning time.

138. (B) Co-teaching and collaborative planning between general and special educators.
Collaborative planning and co-teaching partnerships between general and special educators effectively mitigate planning time constraints. Combining general curriculum knowledge with special education expertise allows teachers to share preparation workloads, design adapted materials efficiently, and deliver targeted instruction smoothly in inclusive classrooms.

139. (D) Peer tutoring and cooperative learning groups supporting mutual learning.
Peer tutoring and cooperative learning groups offer highly practical, research-backed differentiation strategies in large classrooms with limited resources. Structuring collaborative learning pairs enables students to assist one another, reinforcing concepts for tutors while providing accessible peer support for learners with special needs without demanding continuous direct teacher assistance.

140. (B) Deploying itinerant special educators to assist regular classroom teachers.
Deploying itinerant special educators across school clusters serves as an effective systemic support mechanism for inclusive education. Itinerant teachers provide specialized guidance, co-planning assistance, adapted materials, and targeted intervention strategies to regular classroom teachers, facilitating effective differentiation and inclusion for children with special needs.

****

Downloaded from www.pdf.tube

III. Clarifying vocabulary and symbols using pictures.
IV. Customizing the display of information (e.g., text size, contrast).
Which of the above statements is/are correct regarding Multiple Means of Representation?
(A) I and II only
(B) III and IV only
(C) I, II, and III only
(D) I, II, III, and IV

21. Which UDL principle requires teachers to provide students with alternative modalities to demonstrate what they have learned?
(A) Multiple Means of Representation
(B) Multiple Means of Engagement
(C) Multiple Means of Perception
(D) Multiple Means of Action and Expression

22. Allowing a student with a locomotor disability to give an oral presentation instead of a handwritten report is an application of:
(A) Multiple Means of Action and Expression
(B) Multiple Means of Representation
(C) Multiple Means of Engagement
(D) Curriculum Compacting

23. Supporting "Executive Functions" in UDL primarily involves:
(A) Providing sensory alternatives for printed instructional reading materials
(B) Enhancing a student's ability to set goals, plan, and organize work
(C) Eliminating complex vocabulary and key terms from prescribed learning materials
(D) Grouping students continuously based on their intelligence quotient scores

24. A resource room teacher provides graphic organizers and sentence starters to help a student with a Specific Learning Disability (Dysgraphia) write an essay. This strategy falls under:
(A) Multiple Means of Engagement
(B) Multiple Means of Representation
(C) Multiple Means of Action and Expression
(D) Universal Modification

25. Consider the following statements regarding Multiple Means of Engagement:
I. It focuses on the affective dimensions of learning.
II. It requires providing varied levels of challenge and support.
III. It involves giving students choices to increase their autonomy.
Which of the statements given above is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

26. Which UDL principle addresses the "Why" of learning?
(A) Multiple Means of Representation
(B) Multiple Means of Action and Expression
(C) Multiple Means of Engagement
(D) Multiple Means of Integration

27. Fostering collaboration and community in the classroom to sustain student effort is a checkpoint under which UDL principle?
(A) Multiple Means of Engagement
(B) Multiple Means of Representation
(C) Multiple Means of Action and Expression
(D) Cognitive Flexibility

28. Ravi, a student with ADHD, frequently loses interest during long mathematics lectures. His teacher decides to integrate math problems into a gamified digital format where Ravi can earn points and choose the difficulty level of the questions he attempts. Which UDL principle is the teacher primarily applying to support Ravi?
(A) Multiple Means of Engagement
(B) Multiple Means of Representation
(C) Multiple Means of Action and Expression
(D) Multiple Means of Simplification

29. The official UDL Guidelines formulated by CAST are organized into how many main principles?
(A) Two
(B) Three
(C) Four
(D) Nine

30. Within the UDL Guidelines structure, the principles are broken down into:
(A) Domains and Performance Indicators
(B) Guidelines and Specific Checkpoints
(C) Instructional Stages and Outcomes
(D) Tiered Systems and Skill Levels

31. The horizontal rows of the CAST UDL Guidelines matrix represent a progression of learning. What are the three phases of this progression?
(A) Access, Build, Internalize
(B) Introduce, Develop, Assess
(C) Plan, Execute, Evaluate

NODIA

10. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The UDL framework rejects the notion of the "average" learner.
Reason (R): Neuroscience research indicates that human brains process information in highly variable and unique ways.
In light of the above statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

11. According to the neuroscience basis of UDL, learning relies on three primary brain networks. Which of the following is NOT one of them?
(A) Sensorimotor Networks
(B) Recognition Networks
(C) Strategic Networks
(D) Affective Networks

12. A teacher in an inclusive school notices that while Rohit (who has dyslexia) struggles to read the printed science textbook, he excels when the same information is presented through a video or a hands-on experiment. According to UDL principles, this scenario primarily demonstrates variability in which brain network?
(A) Affective Network
(B) Strategic Network
(C) Recognition Network
(D) Autonomic Network

13. Which principle of UDL addresses the "What" of learning?
(A) Multiple Means of Action and Expression
(B) Multiple Means of Engagement
(C) Multiple Means of Assessment
(D) Multiple Means of Representation

14. Which principle of UDL addresses the "How" of learning?
(A) Multiple Means of Representation
(B) Multiple Means of Engagement
(C) Multiple Means of Action and Expression
(D) Multiple Means of Motivation

15. Consider the following statements about the Three Principles of UDL:
I. Representation focuses on presenting information and content in different ways.
II. Action and Expression focus on stimulating interest and motivation for learning.
III. Engagement focuses on providing options for how students navigate a learning environment and express what they know.
Which of the statements given above is/are correct?
(A) I only
(B) I and II only
(C) II and III only
(D) I, II, and III

16. What is the ultimate goal of implementing the three principles of UDL in a classroom?
(A) To ensure all students score equal marks on standardized tests
(B) To develop "expert learners" who are purposeful, resourceful, and goal-directed
(C) To eliminate the need for special educators in integrated schools
(D) To reduce the syllabus load for Children with Special Needs (CWSN)

17. The principle of Multiple Means of Representation aligns most closely with which brain network?
(A) Strategic Network
(B) Affective Network
(C) Executive Network
(D) Recognition Network

18. Providing a glossary of key terms, visual diagrams, and audio versions of a text is an application of which UDL principle?
(A) Multiple Means of Representation
(B) Multiple Means of Engagement
(C) Multiple Means of Action and Expression
(D) Multiple Means of Accommodation

19. A teacher provides captions for all instructional videos used in the classroom. Under the UDL framework, this is an example of offering alternatives for:
(A) Visual information
(B) Kinesthetic expression
(C) Executive functioning
(D) Auditory information

20. Consider the following strategies used by an inclusive education teacher:
I. Activating or supplying background knowledge before introducing new content.
II. Highlighting critical features, big ideas, and relationships in a complex text.

Click Here to Buy book on Flipkart

CHAPTER 07

Universal Design for Learning (UDL)

NODIA

1. Question 1. What is the core premise of Universal Design for Learning (UDL) in an inclusive education setting?
(A) Designing learning experiences that are accessible and effective for all learners from the outset
(B) Designing individualized lessons for every single student with a disability
(C) Creating a single, standardized curriculum that all students must adapt to
(D) Modifying the curriculum only after a student fails a summative assessment

2. Question 2. The concept of "Universal Design" originally emerged from which of the following fields before being applied to education?
(A) Clinical Psychology
(B) Information Technology
(C) Architecture and Urban Planning
(D) Medical Rehabilitation

3. Question 3. Which of the following best describes the fundamental shift UDL brings to curriculum design?
(A) Shifting the focus from fixing the learner to fixing the curriculum
(B) Shifting the focus from special schools to integrated schools
(C) Shifting the focus from technology to textbook-based learning
(D) Shifting the focus from formative to summative assessment

4. Question 4. In the context of UDL, the term "Universal" implies that:
(A) A single optimal solution exists for all students
(B) All schools globally must use the exact same textbooks
(C) Special education teachers must teach all subjects
(D) The curriculum provides multiple, flexible options that cater to diverse learner needs

5. Question 5. Consider the following statements regarding the meaning of Universal Design for Learning (UDL):
I. UDL is a proactive approach to curriculum design.
II. UDL focuses exclusively on students with certified disabilities.
III. UDL assumes that learner variability is the norm, not the exception.
Which of the statements given above is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

6. Question 6. Which organization is primarily credited with developing and establishing the Universal Design for Learning framework?
(A) UNESCO
(B) NCERT
(C) CAST
(D) RCI

7. Question 7. The acronym CAST, in the context of the origin of UDL, stands for:
(A) Council for Accessible Student Teaching
(B) Center for Advanced Special Teaching
(C) Council for Applied Special Training
(D) Center for Applied Special Technology

8. Question 8. The UDL framework developed by CAST is fundamentally grounded in research from which of the following disciplines?
(A) Cognitive Neuroscience
(B) Evolutionary Biology
(C) Clinical Psychoanalysis
(D) Behavioural Economics

9. Question 9. Who among the following are recognized as the primary founders of CAST and pioneers of the UDL framework?
(A) Lev Vygotsky and Jean Piaget
(B) David Rose and Anne Meyer
(C) B.F. Skinner and John Watson
(D) Howard Gardner and Daniel Goleman

(D) Perceive, Memorize, Recall

32. According to the UDL Guidelines, the "Internalize" phase aims to develop learners who are:
(A) Dependent on continuous teacher guidance
(B) Capable of memorizing facts perfectly
(C) Expert learners who are self-directed
(D) Ready to transition to special schools

33. Under the UDL Guidelines for Representation, which of the following is a checkpoint for "Providing options for Perception"?
(A) Guide appropriate goal-setting
(B) Optimize individual choice and autonomy
(C) Support planning and strategy development
(D) Offer alternatives for visual information

34. Under the UDL Guidelines for Action & Expression, providing physical alternatives for interacting with learning materials relates to the use of:
(A) Assistive technologies and accessible tools
(B) Strict, structured behavioral modification plans
(C) Translated reading passages and text scripts
(D) Mandatory peer tutoring and dynamic coaching

35. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The Strategic Networks of the brain are located primarily in the frontal lobes.
Reason (R): The frontal lobes are responsible for planning, organizing, and executing physical and cognitive tasks.
In light of the above statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

36. Which brain networks are primarily responsible for recognizing faces, identifying letters, and understanding concepts?
(A) Affective Networks
(B) Strategic Networks
(C) Cerebellar Networks
(D) Recognition Networks

37. Which brain networks evaluate the emotional significance of a task and determine a student's motivation to engage with it?
(A) Affective Networks
(B) Recognition Networks
(C) Strategic Networks
(D) Occipital Networks

NODIA

38. A student who can perfectly articulate a plan for a project but struggles with the motor skills required to type the report is experiencing a barrier related to which brain network?
(A) Strategic Network
(B) Affective Network
(C) Recognition Network
(D) Visual-Spatial Network

39. In a traditional curriculum design, barriers to learning are typically viewed as residing within:
(A) The learning environment
(B) The rigid textbook
(C) The instructional method
(D) The student

40. Consider the following statements comparing Traditional Curriculum Design and UDL:
I. Traditional design often involves retrofitting accommodations after a student fails.
II. UDL designs flexibility into the curriculum proactively before learning begins.
III. Traditional design aims for a uniform outcome, whereas UDL values variable pathways to learning goals.
Which of the statements given above is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

41. What is the fundamental problem with the "one-size-fits-all" approach in traditional curriculum design?
(A) It relies too heavily on modern, highly expensive instructional technology
(B) It requires excessive collaborative planning time from classroom teachers
(C) It exclusively benefits students with severe cognitive or physical disabilities
(D) It assumes all learners are identical in their basic learning processes

42. A history teacher in an inclusive classroom realizes that her usual method of delivering a

facilities constructed exclusively for individuals with certified disabilities.
(B) The design of products, environments, programmes, and services to be usable by all people to the greatest extent possible, without adaptation or specialized design.
(C) The mandatory statutory requirement compelling state governments to distribute free wheelchair mobility devices to every registered person with a disability.
(D) The standardized civil engineering and architectural blueprint framework mandated specifically for the construction of government hospitals and clinics.

74. Which of the following UDL-aligned practices is supported by inclusive education interventions for Children with Special Needs (CWSN)?
(A) Distribution of Braille books and large print materials (Representation)
(B) Establishing exclusive state residential facilities for slow learners
(C) Completely eliminating the professional role of the resource special educator
(D) Removing physical education and sports activities from the CWSN curriculum

75. Consider the following statements comparing UDL, DI, and Accommodations:
I. UDL is proactive and applies to the whole class.
II. DI is responsive and adjusts instruction based on student profiles during the learning process.
III. Accommodations are specific, reactive changes made to support individual students, often legally mandated (e.g., via IEP).
IV. Implementing UDL eliminates the legal requirement to provide accommodations under disability rights legislation.
Which of the statements given above is/are correct?
(A) I, II, and III only
(B) I, II, and IV only
(C) II, III, and IV only
(D) I, III, and IV only

76. Which teaching methodology is considered an effective strategy for applying UDL's "Multiple Means of Action and Expression"?
(A) Intensive, strict rote memorization drills
(B) Group choral reading from printed textbooks
(C) Traditional standardized timed written testing
(D) Project-Based Learning (PBL) methodologies

77. In the context of UDL, "Scaffolding" is best described as:
(A) Constructing a physical ramp or installing mechanical elevators to ensure accessible movement into classroom buildings
(B) Permanently lowering overall academic achievement expectations for any student diagnosed with an Intellectual Disability
(C) Tracking and grouping students into separate academic tracks based strictly on their standardized IQ test scores
(D) Providing temporary support to help a student reach higher comprehension, which is gradually removed

78. A UDL-aligned strategy to support self-regulation (a checkpoint under Engagement) includes:
(A) Systematically punishing students immediately whenever they exhibit a lack of focus
(B) Providing structured rubrics, process checklists, and self-reflection prompts
(C) Ignoring off-task classroom behaviors completely without offering any intervention
(D) Discharging administrative discipline by sending off-task students to the principal

79. What role does "Choice" play in the UDL framework?
(A) It is considered relevant only when organizing informal extracurricular activities outside the classroom.
(B) It creates cognitive confusion and operational chaos, so it should be strictly avoided for CWSN.
(C) It serves primarily as a convenient administrative grouping tool for teachers during classroom management.
(D) It optimizes relevance, value, and autonomy within the Engagement principle.

80. Augmentative and Alternative Communication (AAC) devices are essential for some students to participate in a UDL classroom. This primarily fulfills the principle of:
(A) Multiple Means of Action and Expression
(B) Multiple Means of Representation
(C) Multiple Means of Motivation
(D) Multiple Means of Assessment

Downloaded from www.pdf.tube

scientific definition of the water cycle
(D) Demonstrate an understanding of the key stages of the natural water cycle

50. Consider the following statements regarding the application of UDL in lesson planning:
I. Establish clear, flexible learning goals.
II. Anticipate learner variability and identify potential barriers.
III. Design assessments that require only one specific format of output.
Which of the statements given above is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

51. In a UDL lesson planning template, how are assessments designed?
(A) Exclusively at the end of instructional units using rigid, standardized multiple-choice tests
(B) Continuously and flexibly, allowing students to demonstrate knowledge in varied ways
(C) Systematically to measure a student's basic compliance and ability to conform to curriculum
(D) Solely to fulfill mandatory administrative and reporting requirements of the local school board

52. When applying UDL, which phase involves selecting materials, methods, and media that offer multiple representations, actions, and engagement?
(A) Setting Goals
(B) Designing Instruction
(C) Evaluating Outcomes
(D) Retrofitting Accommodations

53. Which of the following is true regarding the relationship between UDL and Technology?
(A) UDL absolutely cannot be implemented effectively in classrooms without high-end digital technology tools.
(B) Technology facilitates UDL, but the framework can be implemented using low-tech options.
(C) Providing an iPad or tablet to every student automatically makes any instructional lesson UDL-compliant.
(D) Digital technology in UDL is exclusively utilized to entertain students and engage their affective network.

54. An example of a "low-tech" UDL strategy for Multiple Means of Representation is:
(A) Utilizing specialized text-to-speech software programs on tablet computers
(B) Providing a physical 3D model of a heart alongside a textbook diagram
(C) Equipping every enrolled student in class with a virtual reality headset
(D) Operating an interactive SmartBoard to display digital science simulations

55. A teacher in a rural school has no access to digital projectors or tablets. She wants to apply the UDL principle of "Multiple Means of Action and Expression" for a lesson on local geography. Which of the following is the most appropriate strategy for her to use?
(A) Require all students to independently write a standard 2-page formal essay describing local geography
(B) Offer choices such as drawing a map, describing terrain verbally, or building a clay model
(C) Postpone or cancel the lesson entirely under the belief that UDL implementation requires digital technology
(D) Read instructional passages aloud directly from the textbook while all students sit quietly at desks

56. What distinguishes Assistive Technology (AT) from Universal Design for Learning (UDL) technology?
(A) AT is developed exclusively for general classroom instruction, whereas UDL tech is intended solely for CWSN.
(B) AT addresses individual specific deficits, whereas UDL tech is designed to be usable by all learners.
(C) AT refers strictly to tangible hardware devices, whereas UDL educational technology consists strictly of software.
(D) There is no meaningful distinction; both terms function as perfect synonyms within inclusive special education.

57. Screen readers, closed captions, and variable playback speeds on educational videos are examples of technology supporting which UDL principle?
(A) Multiple Means of Representation
(B) Multiple Means of Action and Expression

NODIA

40-minute lecture and assigning a 5-page written essay excludes several students with varying needs. To redesign her curriculum using UDL, what should be her first step?
(A) Clarify the core learning goal, separate from the means of achieving it
(B) Identify which students have disabilities and send them to the resource room
(C) Lower the academic standards so everyone can pass
(D) Prepare individualized worksheets for every single student in the class

43. The process of modifying an existing inaccessible lesson plan to include accommodations for a CWSN after the lesson has already been designed is known as:
(A) Universal Design
(B) Scaffolding
(C) Retrofitting
(D) Task Analysis

44. Differentiated Instruction (DI) and Universal Design for Learning (UDL) are often confused. Which of the following is the most defining characteristic of UDL compared to DI?
(A) UDL is always implemented during direct instruction; DI is implemented exclusively before instruction begins.
(B) UDL proactively designs flexible environments; DI responds to specific individual learner profiles.
(C) UDL is designed only for students with certified disabilities; DI is intended strictly for gifted students.
(D) UDL relies strictly on formal summative assessment; DI relies entirely on informal observation without assessment.

45. Consider the following statements comparing UDL and Differentiated Instruction (DI):
I. UDL anticipates learner variability and builds in options during the design phase.
II. DI evaluates student readiness, interest, and learning profiles to adjust instruction as needed.
III. UDL and DI are mutually exclusive and cannot be used in the same classroom.
IV. While UDL designs the initial environment, DI may still be required to address specific individual needs not covered by UDL.
Which of the statements given above is/are correct?
(A) I, II, and III only
(B) I, II, and IV only
(C) II, III, and IV only
(D) I, III, and IV only

46. If UDL is likened to "designing a building with ramps and elevators from the architectural blueprint stage," then Differentiated Instruction and Accommodations are akin to:
(A) Demolishing the entire existing building structure and starting the reconstruction from scratch
(B) Constructing a separate, dedicated smaller facility exclusively meant for disabled individuals
(C) Adding a ramp to an existing staircase after a person using a wheelchair arrives
(D) Completely ignoring physical accessibility barriers and maintaining the staircase entirely as is

47. Which framework relies heavily on ongoing formative assessment to continuously group and regroup students based on immediate instructional needs?
(A) Universal Design for Learning (UDL)
(B) Differentiated Instruction (DI)
(C) Both UDL and DI equally
(D) Neither UDL nor DI

48. In the context of general Special Education principles, when might a teacher use Differentiated Instruction (DI) even after implementing UDL?
(A) When initial UDL implementation strategies have failed completely across all students in the classroom
(B) When a student has an extreme outlier need that general UDL design did not anticipate
(C) When local administrative guidelines or school leadership prohibit the use of educational technology
(D) When standard policy specifies that DI is never to be utilized if UDL is implemented correctly

49. When separating the learning goal from the means in UDL lesson planning, a rigid goal would be: "Write a 500-word essay on the water cycle." What would be the flexible, UDL-aligned version of this goal?
(A) Read and summarize a prescribed printed text on the water cycle
(B) Draw and label an accurate visual illustration depicting the water cycle
(C) Memorize and recite the complete formal

Click Here to Buy book on Amazon

or guidance
(B) By systematically removing all complex, challenging tasks from the core academic curriculum
(C) By assigning a dedicated special educator to continuously shadow and assist them throughout the day
(D) By teaching them to select flexible options and choices to manage their own learning

66. How does Universal Design for Learning (UDL) align with modern policy visions for inclusive school education?
(A) It supports the establishment of segregated special schools to ensure better individualized learning outcomes.
(B) It promotes rigid adherence to single, state-mandated printed textbooks and standardized teaching guides.
(C) It ensures inclusive environments by catering to diverse learner needs.
(D) It mandates standardizing all summative academic assessments uniformly across all state education boards.

67. Which of the following is a recognized benefit of UDL for general educators?
(A) It completely eliminates the administrative requirement for daily instructional lesson planning.
(B) It guarantees that every student in class will achieve top marks on standardized board exams.
(C) It enables teachers to permanently rely on a single, uniform instructional teaching method.
(D) It reduces the need to construct reactive, individualized lesson retrofits.

68. Sujata, a teacher, uses a UDL approach by allowing her students to choose the topic for their final science project and the medium (video, poster, or paper). She notices that students are more persistent when facing difficulties and show higher enthusiasm. Which brain network is Sujata successfully engaging?
(A) Affective Network
(B) Strategic Network
(C) Recognition Network
(D) Sensorimotor Network

69. A major challenge in implementing UDL in diverse classroom contexts is:
(A) The complete absence of diverse learner variability in typical classrooms
(B) High student-teacher ratios and limited material resources
(C) Explicit legal prohibitions against using non-standard frameworks under educational regulations
(D) The assumption that students can only acquire knowledge through rote memorization

70. Consider the following statements regarding the challenges of UDL implementation:
I. General education teachers often lack training in inclusive pedagogical frameworks like UDL.
II. The rigid nature of board exam assessments creates a barrier to flexible, UDL-based assessments.
III. UDL cannot be implemented at all without 1:1 computer access for every student.
Which of the statements given above is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

71. How can a resource room teacher collaborate with a general educator to overcome UDL implementation challenges?
(A) By permanently removing all CWSN from the general classroom to receive separate resource room instruction
(B) By co-planning flexible, multi-modal lessons that embed UDL principles
(C) By assuming sole responsibility for grading all formative and summative assessment papers of CWSN
(D) By independently teaching an entirely different core syllabus to CWSN seated in the back of the classroom

NODIA

72. Which legislative framework legally mandates the concept of "Universal Design" in public services, infrastructure, and information systems in India?
(A) The RCI Act, 1992
(B) The RPWD Act, 2016
(C) The National Trust Act, 1999
(D) The Mental Healthcare Act, 2017

73. Section 2(ze) of the RPWD Act 2016 defines "Universal Design" as:
(A) The architectural design of specialized residential schools and clinical rehabilitation

through flexible pathways provided?
(D) Did the teacher spend an exactly equal amount of individual talking time with every student in the classroom?

89. "Highlighting patterns, critical features, big ideas, and relationships" is a UDL guideline that falls under:
(A) Providing options for Executive Functions
(B) Providing options for Physical Action
(C) Providing options for Comprehension
(D) Providing options for Sustaining Effort and Persistence

90. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): A core practice in UDL lesson planning is to make the learning goal separate from the means.
Reason (R): If the goal mandates the means (e.g., "Write an essay to show knowledge"), it automatically creates a barrier for students who cannot express themselves through writing.
In light of the above statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

91. To support students with Intellectual Disabilities (ID) under the UDL framework, a teacher can use "Task Analysis". In this context, Task Analysis is best aligned with which UDL concept?
(A) Sustaining student motivation and effort by systematically reducing the overall cognitive complexity of final academic goals
(B) Highlighting structural linguistic patterns, critical features, and overarching big ideas across different subject domains
(C) Providing accessible alternative physical and digital formats for printed text materials during instructional presentation
(D) Scaffolding executive functions by breaking down complex tasks into smaller manageable steps

92. A teacher uses a "Token Economy" to motivate a student with ADHD who struggles to complete assignments. While effective as a behavioral intervention, this aligns with which UDL principle if built into the proactive design of the class?
(A) Multiple Means of Representation (Perception and Comprehension)
(B) Multiple Means of Action and Expression (Physical and Executive)
(C) Universal Curriculum Modification (Individual Retrofitting)
(D) Multiple Means of Engagement (Sustaining Effort)

93. Incorporating peer-tutoring and cooperative learning groups into the lesson plan is a strategy primarily designed to optimize:
(A) Individual choice and autonomy
(B) Collaboration and community
(C) Physical action
(D) Perception of visual information

94. The UDL framework identifies "Expert Learners" as those who are:
(A) Able to memorize large volumes of text
(B) Resourceful, purposeful, and strategic
(C) Completely independent of teacher instruction
(D) Naturally gifted without the need for accommodations

95. In an inclusive primary class, the teacher uses large floor mats with letters, a digital tablet with phonics songs, and traditional wooden blocks with letters. Students are encouraged to use whichever material they prefer to spell their names. Which UDL principle is most prominently displayed here?
(A) Multiple Means of Representation and Expression
(B) Solely Multiple Means of Student Engagement
(C) Behavioral Task Analysis and Shaping Procedures
(D) Differentiated Summative Assessment Protocols

96. "Provide options for Language, Mathematical Expressions, and Symbols" is a UDL guideline. Which of the following is an example of this?
(A) Requiring all students to independently memorize mathematical multiplication tables strictly by repetitive rote drill
(B) Assigning students the task of copying published dictionary definitions word-for-word during dedicated class periods
(C) Pre-teaching key vocabulary and providing

Downloaded from www.pdf.tube

81. In an inclusive classroom using UDL, the assessment of a student with a learning disability should focus on:
(A) Assessing how fluently and accurately they can independently read the standard prescribed printed textbook
(B) Evaluating their speed and ability to complete a standardized multiple-choice test within strict allotted time limits
(C) Comparing their individual test scores directly to the overall normative average performance of their peer group
(D) Demonstrating comprehension of target concepts regardless of the medium used

82. Mr. Sharma notices that reading fluency is a major barrier in his history class. Instead of changing the learning goal (understanding the causes of a historical event), he decides to provide the text digitally with text-to-speech enabled, alongside a graphic novel version of the event. Which statement best describes Mr. Sharma's approach?
(A) He is applying Differentiated Instruction by formally testing student readiness first.
(B) He is retrofitting individual accommodations exclusively for a single identified student.
(C) He is violating mandatory state curriculum guidelines by changing core subject content.
(D) He is applying UDL by proactively providing Multiple Means of Representation.

83. Why is "providing multiple examples" a critical UDL strategy under the Recognition Networks?
(A) Because students memorize factual concepts significantly better when told the exact same information repeatedly
(B) Because it effectively utilizes remaining classroom period time when teachers have exhausted all other prepared materials
(C) Because providing multiple pedagogical examples is explicitly mandated under educational regulations
(D) Because highlighting diverse features and key patterns helps learners extract core underlying concepts

84. The CAST UDL Guidelines recommend "Clarifying vocabulary and symbols". This is especially beneficial for students with:
(A) Severe Orthopedic Impairment or physical motor challenges
(B) Visual Impairment including Total Blindness conditions
(C) Locomotor Disability affecting physical movement abilities
(D) Speech and Language Disorders or Specific Learning Disabilities

NODIA

85. Consider the following statements about UDL and Inclusive Education:
I. UDL provides a pedagogical framework for operationalizing the inclusive education mandate of international conventions (e.g., UNCRPD Article 24).
II. UDL shifts the burden of adaptation from the student to the curriculum.
III. UDL aims to make special educators obsolete.
Which of the statements given above is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

86. Which of the following is considered an INCORRECT interpretation of UDL?
(A) UDL represents a comprehensive instructional design framework fundamentally grounded in modern neuroscience research.
(B) UDL mandates providing flexible choices in how individual students acquire information and demonstrate their learning.
(C) UDL focuses strategically on identifying and proactively removing environmental and pedagogical barriers to learning.
(D) UDL means finding one single magical teaching method that works perfectly for every student in class.

87. Under the UDL framework, a "barrier" is typically located in the:
(A) Student's individual cognitive capacity
(B) Design of curriculum and learning environment
(C) Student's intrinsic physical disability
(D) Student's internal lack of learning motivation

88. When evaluating a UDL lesson's effectiveness, a teacher should primarily ask:
(A) Did all the enrolled students remain perfectly silent and passive throughout the instructional lesson period?
(B) Did the lesson successfully incorporate at least three distinct high-tech digital gadgets and software tools?
(C) Were learning goals achieved by all students

(C) Multiple Means of Engagement
(D) Multiple Means of Isolation

58. For a student with a Visual Impairment (Blindness), which UDL strategy provides Multiple Means of Representation?
(A) Offering tactile graphics and screen-reader compatible digital text
(B) Providing synchronized closed captions and printed transcripts for all instructional videos
(C) Distributing high-contrast, visually color-coded worksheets and visual cue cards
(D) Asking the student to carefully observe a silent physical demonstration at the front

59. When applying UDL for a student with a Hearing Impairment (Deafness) in an inclusive classroom, which strategy supports the Recognition Network?
(A) Delivering detailed oral instructions while facing away from the class toward the blackboard
(B) Integrating sign interpreters, visual cues, and audio transcripts
(C) Encouraging the student to listen more intently while using personal assistive hearing aids
(D) Substantially reducing overall academic performance standards and grade expectations for the student

60. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Providing closed captions on instructional videos is a UDL strategy that benefits both deaf students and hearing students.
Reason (R): Hearing students can use captions to better comprehend complex vocabulary, take notes, or learn in a noisy environment.
In light of the above statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

61. Which of the following UDL strategies is most effective for supporting a student with an Intellectual Disability (ID) in the inclusive classroom?
(A) Utilizing highly complex, abstract academic vocabulary continuously to stimulate cognitive brain growth
(B) Chunking information into smaller steps and offering concrete, hands-on examples
(C) Permanently removing the student from the general inclusive classroom during all core academic subjects
(D) Requiring the student to perform independent, self-directed research without any direct teacher guidance

62. For a student with Autism Spectrum Disorder (ASD) who struggles with unexpected changes, which UDL strategy addresses Multiple Means of Engagement?
(A) Frequently changing classroom seating arrangements and rules to build behavioral resilience
(B) Establishing clear, predictable daily routines and visual schedules
(C) Utilizing loud, unpredictable auditory alarms and sudden signals to maintain student attention
(D) Mandating intensive cooperative group work with unfamiliar peers during every class period

63. A teacher provides a graphic organizer (mind map) to help a student with Dyslexia organize their thoughts before writing. This supports:
(A) Executive functioning and planning
(B) Gross motor coordination skills
(C) Central auditory processing speed
(D) Visual acuity and perception focus

64. What is the concept of the "Curb Cut Effect" as applied to UDL in education?
(A) Specialized interventions inadvertently isolate students with disabilities from peer groups.
(B) Accommodations designed for disabilities often end up benefiting all learners.
(C) Educational institutions must physically renovate all sidewalks before academic teaching begins.
(D) Systematically lowering the difficulty level of the curriculum helps more students pass exams.

65. How does UDL foster independence and self-advocacy in learners?
(A) By requiring them to complete assignments entirely alone without any teacher support

Click Here to Buy book on Flipkart

formula reference sheets
(D) Deducting marks strictly for minor spelling errors on written science assessments regardless of conceptual understanding

97. How does UDL handle the concept of "Assessment"?
(A) Assessments are completely separated from instruction and administered exclusively at the conclusion of academic units
(B) Assessments must strictly consist of traditional written exams to maintain standardized objective grading across all students
(C) Assessments are fully exempted for students with certified disabilities under the official guidelines of the UDL framework
(D) Assessment is embedded into learning, allowing flexible knowledge demonstration

98. "Providing options for Recruiting Interest" is essential for the Affective Networks. Which of the following is the most effective way to recruit interest?
(A) Connecting course content directly to learners' personal lives and culture
(B) Maintaining a highly strict, rigid, and authoritative tone of voice throughout all instructional sessions
(C) Intentionally keeping lesson objectives complete secrets until final summative evaluation tasks are completed
(D) Exclusively utilizing plain, unformatted black-and-white printed text across all instructional reading materials

99. Providing templates, sentence starters, and story webs are interventions primarily targeting which aspect of UDL?
(A) Sensory Perception
(B) Expression and Communication
(C) Affective Self-regulation
(D) Physical Action Modalities

100. Consider the following statements about the role of technology in UDL:
I. Technology offers built-in flexibility that makes providing multiple representations easier.
II. A digital textbook is inherently universally designed, regardless of its features.
III. Technology can act as an equalizer, but pedagogy must drive the design.
Which of the statements given above is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

101. Which term describes the process of systematically fading teacher support as a student becomes more proficient, leading to the development of an expert learner?
(A) Mainstreaming
(B) Chaining
(C) Shaping
(D) Scaffolding

102. When designing a UDL-based physical education class, a teacher provides varying sizes of balls, allows different methods of scoring, and sets different target distances. This primarily supports students with:
(A) Severe Visual Impairment and total blindness conditions only
(B) Expressive Speech and Receptive Language Disorders
(C) Specific Learning Disabilities affecting academic performance
(D) Orthopedic/Locomotor Disabilities and varied motor skills

103. UDL strategies are highly recommended for early intervention programmes. What is a key UDL principle applied in an inclusive early childhood care center?
(A) Administering formal standardized written pencil-and-paper assessments to young toddlers
(B) Segregating young toddlers exhibiting developmental delays into isolated special education rooms
(C) Enforcing continuous strict seated silence and rigid physical discipline during learning sessions
(D) Providing multisensory play materials (tactile, visual, auditory)

104. Which of the following best contrasts Universal Design (UD) in architecture and Universal Design for Learning (UDL) in education?
(A) UD focuses on physical accessibility; UDL focuses on cognitive accessibility.
(B) UD is engineered exclusively for senior citizens; UDL is designed specifically for school-aged children.
(C) UD requires expensive structural

Downloaded from www.pdf.tube

modifications; UDL is an entirely free instructional methodology.
(D) There is no meaningful distinction between the two concepts; both terms signify the exact same principles.

105. Consider the following strategies used to support a student with Hearing Impairment (HI) and a student with Visual Impairment (VI):
I. Using tactile maps for geography (Supports VI).
II. Providing transcripts for podcasts (Supports HI).
III. Using text-to-speech software (Supports VI).
IV. Ensuring clear line of sight for lip-reading (Supports HI).
Which of the above strategies can be integrated into a UDL classroom environment to proactively support sensory disabilities?
(A) I and II only
(B) I, II, and III only
(C) II, III, and IV only
(D) I, II, III, and IV

106. In a diverse classroom, a teacher notices that several students have high anxiety which impedes their learning. Under the UDL framework (Engagement), what should the teacher do?
(A) Direct high-anxiety students to immediately calm down or exit the classroom environment completely
(B) Significantly increase task difficulty levels to absorb their cognitive focus and distract them
(C) Systematically assign lower academic participation grades due to their observed non-engagement
(D) Provide options that minimize threats and establish predictable routines

107. Which UDL checkpoint helps overcome barriers for students whose first language is not the medium of instruction (e.g., a student learning in a secondary language)?
(A) Maximize out-of-school administrative suspensions
(B) Enforce strict English-only classroom communication
(C) Completely bypass formal language arts instruction
(D) Clarify vocabulary, syntax, and offer native language supports

108. A teacher decides to present a historical narrative through a dramatic role-play instead of just a lecture. Which brain networks are primarily engaged by adding the emotional and physical elements of role-play?
(A) Affective and Strategic Networks
(B) Autonomic and Sensorimotor Networks
(C) Occipital and Parietal Networks
(D) Only the Recognition Network

109. Which of the following models of co-teaching works best when implementing UDL in an inclusive classroom?
(A) One Teach, One Observe (where the special educator passively sits and watches general instruction)
(B) Alternative Teaching (where the special educator takes CWSN to a separate room for instruction)
(C) One Teach, One Grade (where the special educator focuses exclusively on marking student papers)
(D) Team Teaching (General and Special educators deliver flexible lessons jointly)

110. Kavita, a special educator, works with a general science teacher. They plan a unit on the Solar System. They prepare a 3D model, a subtitled video, and an interactive digital quiz. They allow students to either build a model or write a report for the final assessment. This scenario is an example of applying:
(A) The Medical Model of Disability
(B) Strict Differentiated Instruction (Reactive)
(C) Segregated Education
(D) Universal Design for Learning (Proactive)

111. "Providing options for Physical Action" involves:
(A) Allowing students to interact with learning materials through flexible, varied physical modalities
(B) Ensuring all enrolled students sit completely still and maintain quiet posture throughout instruction
(C) Mandating traditional pencil-and-paper handwriting as the sole acceptable form of student submission
(D) Making participation in formal physical education classes compulsory for overall academic letter grading

112. According to the UDL guidelines, helping a student "monitor their own progress" is a strategy for developing:

NODIA

(A) Recognition pattern skills
(B) Central auditory processing
(C) Fine motor skill coordination
(D) Self-regulation (Engagement)

113. An Individualized Education Programme (IEP) and Universal Design for Learning (UDL) interface in which of the following ways?
(A) They are fundamentally contradictory frameworks; educational institutions must choose to implement one or the other exclusively.
(B) IEPs are designated strictly for general education students, whereas UDL is designed solely for Children with Special Needs (CWSN).
(C) Formulating an IEP completely replaces administrative necessities for developing any general instructional curriculum design.
(D) UDL creates inclusive baseline design, facilitating IEP goal implementation within general classes.

114. For a student with Cerebral Palsy experiencing spasticity, a standard computer mouse is a barrier. Providing an adapted trackball mouse or eye-gaze technology is an intervention supporting:
(A) Multiple Means of Engagement
(B) Multiple Means of Representation
(C) Multiple Means of Internalization
(D) Multiple Means of Action and Expression

115. Consider the following statements regarding the application of UDL for cognitive disabilities (e.g., Intellectual Disability, Specific Learning Disability):
I. UDL recommends lowering the age-appropriateness of materials for students with ID.
II. UDL supports chunking information and highlighting key concepts to reduce cognitive load.
III. UDL recommends providing graphic organizers to support executive functioning.
Which of the statements given above is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

116. A key difference between DI (Differentiated Instruction) and UDL is their theoretical origin. While UDL originated from architecture and neuroscience, DI's roots are heavily grounded in:
(A) Clinical medical pathology and physiological diagnostics
(B) Traditional Freudian psychoanalysis and dynamic personality theory
(C) Classical behaviorism and operant conditioning principles
(D) Gifted education and Vygotsky's Zone of Proximal Development

117. Which of the following statements best illustrates a teacher using DI (Differentiated Instruction) rather than UDL?
(A) "I design my lectures proactively with visual aids and captions because all students process content differently."
(B) "I offer every student in my class equal choices to demonstrate their conceptual learning via video recording or written essay."
(C) "My general classroom environment features flexible physical seating arrangements that any student is permitted to utilize freely."
(D) "Based on quiz results, I grouped five students today for targeted phonics reteaching."

118. Which principle of UDL is directly aligned with increasing a learner's intrinsic motivation?
(A) Multiple Means of Representation
(B) Multiple Means of Action and Expression
(C) Multiple Means of Assessment
(D) Multiple Means of Engagement

119. In UDL, "Customizing the display of information" can include:
(A) Mandating that all students read uniform small-font printed materials directly from standard physical textbooks
(B) Restricting classroom delivery to using exclusively traditional white chalk on standard dark blackboards
(C) Removing all sensory visual illustrations, graphic diagrams, and wall charts completely from classroom displays
(D) Allowing learners to alter digital text size, font, and background contrast settings

120. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): UDL implementation reduces the stigma often associated with special education accommodations.

Click Here to Buy book on Amazon

(A) Multiple Means of Action and Expression
(B) Multiple Means of Engagement
(C) Universal Accommodation
(D) Multiple Means of Representation

137. Which UDL Guideline falls under the principle of Multiple Means of Action and Expression?
(A) Provide options for Perception
(B) Provide options for Comprehension
(C) Provide options for Recruiting Interest
(D) Provide options for Executive Functions

138. During a co-teaching planning session, the general educator says, "I'll teach the math lesson as usual, and you take the three students with Intellectual Disabilities to the back table to do simpler addition worksheets." Is this an example of UDL?
(A) Yes, because providing individual assistance to CWSN via a special educator at a separate table fulfills inclusion goals.
(B) Yes, because simplifying academic curriculum expectations specifically for struggling learners aligns with UDL philosophy.
(C) No, because UDL mandates that students with Intellectual Disabilities must be transferred to a separate special school.
(D) No, this is a traditional segregated model, whereas UDL designs one flexible lesson for all.

139. In UDL, reducing "construct-irrelevant variance" in assessment means:
(A) Systematically eliminating all complex or challenging academic assessment items from a standardized written test paper.
(B) Evaluating students on advanced subject constructs and skills that have not been explicitly covered in classroom teaching.
(C) Strictly grading students on handwriting neatness and spelling accuracy regardless of the core target subject matter being tested.
(D) Ensuring tests measure actual learning goals rather than ability to overcome secondary barriers.

140. Ultimately, the successful implementation of Universal Design for Learning in an inclusive school environment transforms the teacher from a "deliverer of content" into a:
(A) Clinical diagnostician of student disabilities
(B) Authoritative and strict classroom disciplinarian
(C) Uninvolved and passive instructional observer
(D) Facilitator of flexible learning experiences

****

NODIA

(A) How to effectively hide and conceal their specific learning disabilities from peers
(B) How to consistently achieve perfect top scores on standardized academic examinations
(C) That they must rigidly conform to the teacher's individual preferred teaching style
(D) Their own learning profiles, strengths, and optimal strategies

130. Consider the following statements regarding the challenges of implementing UDL in rural school contexts:
I. Lack of awareness and formal training in UDL among regular teachers.
II. A misconception that UDL requires expensive, high-tech digital equipment.
III. Strong administrative support and flexible curricula in all states.
Which of the statements given above are correct regarding the actual challenges faced?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

131. Which of the following is an example of an attitudinal barrier to UDL implementation?
(A) Absolute lack of digital computers and tablet hardware devices across school facilities
(B) A prescribed core subject textbook that is exclusively available in standard print format
(C) A physical classroom facility located on the upper floor of a building without elevator ramps
(D) A teacher believing that providing choices lowers academic standards

132. In the context of UDL, "Generalization" refers to:
(A) Assuming that all individual students diagnosed with a specific disability possess identical learning needs
(B) Intentionally designing instructional curricula to be universally difficult and complex for all enrolled students
(C) Intentionally avoiding necessary specific technical details, key concepts, and terms during classroom teaching
(D) Teaching skills so students can apply them across varied contexts and environments

133. Which of the following is an example of Multiple Means of Engagement for a student with an Autism Spectrum Disorder (ASD)?
(A) Insisting on spontaneous, unstructured, loud collaborative group work sessions every single day
(B) Utilizing complex figurative language, heavy sarcasm, and abstract verbal metaphors during lectures
(C) Completely removing all visual schedules, cue cards, and sensory aids from classroom walls
(D) Providing a visual timer and a clear schedule of daily classroom activities

134. While UDL is proactive, a teacher might still need to use an Individualized Education Programme (IEP) because:
(A) Statutory regulations state that UDL implementation is considered strictly illegal under provisions of disability law.
(B) Educational research demonstrates conclusively that UDL methodologies function effectively only for gifted students.
(C) Administrative guidelines mandate that UDL frameworks cannot be legally or practically used in government schools.
(D) Some students need specific targeted therapies beyond universal environmental design.

135. Consider the following statements about inclusive pedagogy:
I. UDL is a framework meant exclusively for Special Schools.
II. UDL minimizes the need for individual accommodations by creating a flexible environment.
III. Differentiated Instruction relies heavily on ongoing formative assessment.
IV. Legal frameworks for disability rights promote universal design for all public services, including education.
Which of the statements given above is/are correct?
(A) I, II, and III only
(B) II, III, and IV only
(C) I, III, and IV only
(D) I, II, III, and IV

136. A teacher presents a lesson on fractions using a chalkboard, plastic pie pieces, and a digital interactive game. This approach aligns with which UDL principle?

Downloaded from www.pdf.tube

27. (A) Multiple Means of Engagement
Fostering collaboration and community is a key checkpoint under the principle of Multiple Means of Engagement. Affective networks thrive when learners feel supported within a cooperative setting. Encouraging peer interaction, group problem-solving, and positive feedback systems helps students maintain effort and persistence during challenging learning tasks, creating a supportive social context that enhances overall motivation.

28. (A) Multiple Means of Engagement
Transforming standard mathematics practice into a gamified digital experience with flexible difficulty options directly targets a student's affective network. By introducing interactive elements, immediate feedback, and personal autonomy over task challenge levels, the teacher effectively recruits interest and sustains effort, which represents a clear application of the principle of Multiple Means of Engagement.

29. (B) Three
The official Universal Design for Learning Guidelines, formulated and maintained by CAST, are organized into three primary overarching principles. These principles correspond directly to the three main neuroscientific learning networks: Multiple Means of Engagement (affective networks), Multiple Means of Representation (recognition networks), and Multiple Means of Action and Expression (strategic networks).

30. (B) Guidelines and Specific Checkpoints
The structural framework of the Universal Design for Learning matrix is organized hierarchically. Each of the three overarching principles contains specific guidelines that offer comprehensive instructional goals. Underneath these guidelines are actionable checkpoints that provide detailed, practical pedagogical strategies for educators to proactively design inclusive, barrier-free, and flexible learning environments for all students.

31. (A) Access, Build, Internalize
The horizontal rows of the Universal Design for Learning matrix represent a developmental progression of learning skills. The initial phase focuses on providing Access to environment and information, followed by the Build phase which develops effort and comprehension, culminating in the Internalize phase where learners master self-regulation, executive functioning, and deep conceptual understanding.

32. (C) Expert learners who are self-directed
The Internalize phase represents the highest level in the Universal Design for Learning matrix progression. At this stage, instructional supports help students gain full ownership of their learning. By internalizing strategies for self-regulation, comprehension, and executive functioning, learners develop into goal-directed, resourceful, and self-directed expert learners capable of managing their own continuous education.

33. (D) Offer alternatives for visual information
Under the guideline of Providing Options for Perception within Representation, offering alternatives for visual information is an essential checkpoint. This includes providing auditory descriptions, tactile graphics, screen-reader compatibility, or physical objects, ensuring that printed text or visual diagrams are accessible to learners with visual impairments or visual processing differences.

34. (A) Assistive technologies and accessible tools
Under Action and Expression, providing physical alternatives for interacting with learning materials involves utilizing assistive technologies and accessible tools. Options such as switch interfaces, touchscreens, adapted keyboards, and speech-to-text tools ensure that students with physical, motor, or dexterity limitations can navigate learning materials and express their understanding without encountering physical environmental barriers.

35. (A) Both A and R are true and R is the correct explanation of A
Strategic networks of the brain, responsible for executive functions, planning, and organizing complex tasks, are primarily centered in the frontal cortex. Because the frontal lobes govern motor planning, decision-making, and goal-directed actions, neuroscientific evidence directly explains why strategic learning functions reside within this anatomical brain region, making both statements accurate and logically linked.

36. (D) Recognition Networks
Recognition networks, located in the posterior region of the cerebral cortex, process sensory input to enable individuals to recognize patterns,

NODIA

ANSWERS

1. (A) Designing learning experiences that are accessible and effective for all learners from the outset
Universal Design for Learning is an educational framework designed to create flexible learning environments that accommodate individual learning differences. Rather than adjusting materials retroactively after identifying student difficulties, it proactively incorporates varied teaching methods, flexible materials, and versatile assessments. This approach ensures that instruction is inherently inclusive and effective for all students right from the beginning of lesson planning.

2. (C) Architecture and Urban Planning
The concept of Universal Design originated in architecture and urban planning during the 1970s, pioneered by Ron Mace. It initially focused on designing physical spaces, buildings, and products that were usable by all people without the need for adaptation. Educational researchers later adapted these foundational principles to create accessible learning environments and instructional materials for diverse student populations.

3. (A) Shifting the focus from fixing the learner to fixing the curriculum
Universal Design for Learning shifts the educational paradigm away from viewing student deficits as the primary barrier to learning. Instead, it posits that traditional, rigid curricula are inherently disabled because they fail to accommodate natural human variation. By redesigning instructional goals, methods, materials, and assessments to be flexible, the barrier within the curriculum is removed rather than attempting to alter the learner.

4. (D) The curriculum provides multiple, flexible options that cater to diverse learner needs
In Universal Design for Learning, the term universal does not signify a single standardized technique that works for everyone. Instead, it refers to establishing flexible framework options that accommodate the varied needs, strengths, and preferences of diverse learners. By embedding choices within instruction, every student can access, participate in, and make meaningful progress within the general educational environment.

5. (C) I and III only
Universal Design for Learning is a proactive instructional framework that designs curriculum accessibility prior to teaching, assuming that learner variability is a natural norm rather than an exception. It is not limited to students with diagnosed disabilities but benefits all learners across diverse educational settings. Thus, proactive design and recognizing natural variability represent accurate characterizations of this inclusive educational approach.

6. (C) CAST
The Center for Applied Special Technology, widely recognized as CAST, was founded in 1984 by Anne Meyer, David Rose, and their colleagues. CAST developed the Universal Design for Learning framework to leverage digital technologies and neuroscientific principles, transforming educational practices and curriculum design to make learning experiences accessible, engaging, and effective for all types of diverse learners.

7. (D) Center for Applied Special Technology
CAST stands for the Center for Applied Special Technology, an educational research and development organization founded in 1984. Originally focused on using computer technologies to assist students with learning disabilities, CAST expanded its mandate to establish the Universal Design for Learning framework, expanding accessible educational methods and flexible curriculum designs worldwide.

8. (A) Cognitive Neuroscience
The Universal Design for Learning framework is grounded in cognitive neuroscience research, which demonstrates that every brain processes information uniquely. Brain imaging reveals three primary interconnected networks involved in learning: recognition networks, strategic networks, and affective networks. Understanding these neurological systems enables educators to design flexible instruction that caters to

Click Here to Buy book on Flipkart

Reason (R): When supports (like audiobooks or flexible seating) are made available to all students proactively, CWSN do not stand out as the only ones needing "special" treatment.

In light of the above statements, choose the correct option:

(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

121. The "Affective Networks" are located primarily in which region of the brain?
(A) Occipital lobe region
(B) Frontal cortical lobes
(C) Cerebellar structures
(D) Core/Limbic brain system

122. In an inclusive education framework, ensuring that a Child with Special Needs (CWSN) participates meaningfully in the general classroom is a priority. How does UDL support this?
(A) By permanently retaining CWSN inside separate resource room facilities during all core academic sessions
(B) By completely exempting CWSN from participating in all state and local academic evaluations and assessments
(C) By assigning a dedicated shadow aide who performs and completes academic classroom tasks on their behalf
(D) By adapting core curricula to be flexible enough to include them without separation

123. Which of the following is a UDL strategy to support "Perception" for a student with Low Vision?
(A) Using low-contrast visual color combinations, such as light yellow text on a white paper background
(B) Completely removing all supplementary auditory instructional information and spoken teacher explanations
(C) Seating the student permanently at the back of the inclusive classroom away from primary visual displays
(D) Providing instructional materials in large print with high visual contrast

124. The UDL framework suggests that a curriculum should be designed for the:
(A) Hypothetical "average" standardized student profile
(B) Exceptionally "gifted" high-achieving students only
(C) Struggling "below-average" performing students only
(D) "Margins" (extremes of diverse learner variability)

125. A teacher shows a documentary on historical events and turns on the subtitles. Ravi, who has a hearing impairment, relies on them. However, Priya, who has normal hearing but is an auditory learner, also finds that reading along helps her concentrate and remember names better. This scenario best exemplifies:
(A) The medical model of disability
(B) Differentiated Instruction based on readiness
(C) Retrofitting an accommodation
(D) The Curb Cut Effect of Universal Design

NODIA

126. Which of the following theorists' concept of "Multiple Intelligences" strongly aligns with the UDL philosophy that there are varied ways to learn and express knowledge?
(A) Jean Piaget
(B) B.F. Skinner
(C) Erik Erikson
(D) Howard Gardner

127. "Providing alternatives for Auditory Information" is crucial for students with:
(A) Locomotor Disability
(B) Visual Impairment
(C) Dysgraphia
(D) Hearing Impairment

128. If a student is overwhelmed by too much text on a page, a UDL strategy for "Comprehension" would be:
(A) Administering disciplinary punishment to the student for exhibiting a lack of sustained reading attention
(B) Forcing the struggling student to read dense printed textbook passages aloud in front of the entire class
(C) Automatically lowering the overall letter grade assigned to the student for the specific reading assignment
(D) Using progressive disclosure techniques or chunking text into manageable steps

129. To foster "Expert Learners," UDL emphasizes that learners should eventually understand:

18. (A) Multiple Means of Representation
Providing key terms glossaries, visual diagrams, and audio versions of texts offers multiple sensory and linguistic pathways for perceiving and comprehending information. This directly applies the principle of Multiple Means of Representation, which emphasizes presenting instructional content through flexible modalities to accommodate individual differences in sensory processing, language comprehension, and background knowledge across diverse learners.

19. (D) Auditory information
Adding text captions to instructional videos provides a visual equivalent for spoken dialogue and sound effects. Under Universal Design for Learning, this strategy provides an explicit alternative for auditory information. This accommodation ensures that students who are deaf or hard of hearing, as well as those with auditory processing difficulties or second-language learners, can access the video content completely.

20. (D) I, II, III, and IV
Activating background knowledge, highlighting critical features, clarifying vocabulary through visual supports, and customizing content displays are all recognized strategies under Multiple Means of Representation. Each strategy addresses essential checkpoints within perception, language, and comprehension, ensuring that instructional materials are accessible, interpretable, and meaningful for all students in an inclusive learning environment.

21. (D) Multiple Means of Action and Expression
The principle of Multiple Means of Action and Expression requires educators to offer flexible options for how students demonstrate their knowledge and skills. Recognizing that learners differ in their executive functions, motor abilities, and communication preferences, this principle encourages providing varied assessment modalities, such as oral presentations, written essays, digital media, or practical projects.

22. (A) Multiple Means of Action and Expression
Permitting a student with a physical impairment to present information orally rather than submitting a handwritten report alters the mode of response without lowering conceptual expectations. This adjustment directly exemplifies Multiple Means of Action and Expression, allowing the learner to bypass physical barriers in handwriting and successfully demonstrate acquired knowledge through an accessible expression channel.

NODIA

23. (B) Enhancing a student's ability to set goals, plan, and organize work
Executive functions refer to higher-level cognitive processes managed by the prefrontal cortex, including goal-setting, strategic planning, information management, and progress monitoring. Supporting executive functions within Universal Design for Learning involves providing scaffolding tools like graphic organizers, checklists, and planning templates that assist learners in organizing their work, managing time, and achieving target learning outcomes.

24. (C) Multiple Means of Action and Expression
Offering graphic organizers and sentence starters provides executive function scaffolding that assists students in planning, structuring, and expressing their thoughts in writing. This strategy directly aligns with Multiple Means of Action and Expression by reducing motor and organizational barriers, thereby supporting strategic network processing and enabling learners to express their knowledge more effectively.

25. (D) I, II, and III
Multiple Means of Engagement centers on the affective network of the brain, which governs motivation, interest, and emotional commitment to learning. To engage diverse learners effectively, educators must provide options that recruit interest, adjust levels of challenge and support, and offer opportunities for personal choice and autonomy, making all three listed statements correct reflections of this core principle.

26. (C) Multiple Means of Engagement
Multiple Means of Engagement addresses the why of learning within the Universal Design for Learning framework. It targets the affective networks of the brain, which determine what catches a learner's attention, keeps them interested, and drives their effort. Offering choices, relevant challenges, and supportive self-regulation strategies helps maintain student interest and intrinsic motivation.

needs, rendering statement III incorrect while statements I, II, and IV are correct.

46. (C) Adding a ramp to an existing staircase after a person using a wheelchair arrives
Designing built-in ramps from initial blueprints represents Universal Design, creating immediate access for everyone. Adding a ramp to an existing staircase after a individual using a wheelchair arrives exemplifies reactive accommodation or retrofitting. This analogy illustrates how reactive adjustments attempt to adapt fixed, non-accessible structures rather than incorporating flexible design features from the beginning.

47. (B) Differentiated Instruction (DI)
Differentiated Instruction relies heavily on ongoing formative assessment to continually evaluate student readiness, interests, and learning profiles. Teachers use this dynamic data to flexibly group and regroup students, adjusting content, process, and products in response to immediate learning needs, whereas Universal Design for Learning focuses primarily on constructing an inherently adaptable initial curriculum framework.

48. (B) When a student has an extreme outlier need that general UDL design did not anticipate
Although Universal Design for Learning creates a highly accessible environment that accommodates broad learner variability, some students possess highly specific or severe outlier needs. In such cases, educators utilize Differentiated Instruction or individualized accommodations to provide targeted, specialized interventions that address specific skill gaps not fully resolved by the universal design.

49. (D) Demonstrate an understanding of the key stages of the natural water cycle
A flexible, UDL-aligned goal focuses on the essential learning concept rather than constraining the medium of expression. Defining the goal as demonstrating understanding of key stages allows students to show mastery through various formats—such as writing, speaking, creating a diagram, or constructing a model—without compromising academic rigors.

50. (A) I and II only
Effective UDL lesson planning requires establishing clear, flexible learning goals and anticipating learner variability to proactively eliminate barriers. Designing assessments that permit only one specific output format creates unnecessary barriers and directly contradicts UDL principles. Thus, statements I and II represent correct planning practices, while statement III describes an inaccessible traditional assessment approach.

51. (B) Continuously and flexibly, allowing students to demonstrate knowledge in varied ways
In a Universal Design for Learning framework, assessment is seamlessly integrated into instruction rather than restricted to end-of-unit tests. It emphasizes continuous formative evaluation and flexible summative choices, enabling students to demonstrate their true understanding and progress using diverse communication channels, media, and response formats suited to their strengths.

52. (B) Designing Instruction
During the instructional design phase of Universal Design for Learning lesson planning, teachers select flexible materials, methods, and media options. This crucial phase translates clear learning goals into actionable classroom practices by systematically embedding choices for representation, physical action, expression, and engagement into teaching activities, catering proactively to diverse student capabilities.

53. (B) Technology facilitates UDL, but the framework can be implemented using low-tech options
Although digital technology enhances Universal Design for Learning by providing built-in flexibility and customization, technology itself is not mandatory. The core of the framework lies in pedagogical design. Educators can successfully implement UDL principles using accessible low-tech and no-tech strategies, such as physical manipulatives, varied graphic organizers, and tactile learning options.

54. (B) Providing a physical 3D model of a heart alongside a textbook diagram
Utilizing a physical 3D model alongside a textbook diagram represents a low-tech strategy that provides multiple means of representation. It offers tactile and spatial representations of anatomical concepts without relying on digital electronic devices, ensuring that students who benefit from hands-on kinesthetic learning can

Downloaded from www.pdf.tube

faces, symbols, letters, and abstract concepts. These networks receive visual, auditory, and tactile information, allowing learners to interpret data, identify critical features, and form foundational knowledge essential for reading, listening, and conceptual understanding.

37. (A) Affective Networks
Affective networks, located primarily within the limbic system, process emotional responses, evaluate task importance, and drive intrinsic motivation. These networks determine why a learner engages with educational content, influencing interest, focus, persistence, and emotional investment. Designing instruction that supports affective processing helps maintain student enthusiasm and goal-directed learning behaviors.

38. (A) Strategic Network
The strategic network governs how actions are planned, organized, and physically or expressively executed. When a student can conceptualize and plan a project but experiences difficulty with the motor execution of typing or writing, the barrier specifically involves the strategic network responsible for physical action and expression modalities.

39. (D) The student
Traditional curriculum design operates under a medical or deficit model, viewing learning barriers as inherent limitations residing within the student. When a learner fails to succeed, traditional frameworks attribute the failure to the student's cognitive, physical, or sensory deficits rather than identifying flaws, inflexibility, or inaccessible design features within the instructional environment and materials.

40. (D) I, II, and III
Traditional curriculum design tends to be rigid, requiring reactive retrofitting of accommodations after students struggle, and often aims for standardized outcomes. In contrast, Universal Design for Learning proactively embeds flexibility from the start, recognizing that learners follow variable pathways toward learning goals, making all three comparative statements accurate.

41. (D) It assumes all learners are identical in their basic learning processes
The primary flaw of a one-size-fits-all curriculum is the false assumption that learners possess identical cognitive, sensory, and affective processing systems. Designing for an imaginary average student creates artificial barriers for individuals who fall outside that narrow band, ultimately excluding learners with diverse background knowledge, learning styles, or specific neurological profiles.

42. (A) Clarify the core learning goal, separate from the means of achieving it
The initial step in applying Universal Design for Learning is separating the core learning outcome from the means used to achieve it. By decoupling essential knowledge or skills from specific delivery or response methods, educators can maintain high academic standards while providing flexible pathways, such as multimedia options or varied presentation formats, for all students.

43. (C) Retrofitting
Retrofitting describes the process of modifying an existing, inflexible instructional plan or physical space after it has already been developed and found inaccessible. Unlike Universal Design for Learning, which plans for diversity proactively, retrofitting attempts to fix barriers reactively through ad-hoc accommodations, which can be inefficient, stigmatizing, and less effective for learners.

44. (B) UDL proactively designs flexible environments; DI responds to specific individual learner profiles
Universal Design for Learning and Differentiated Instruction differ primarily in timing and scope. Universal Design for Learning is a framework applied proactively during curriculum design to build flexible options into the learning environment for all students. Differentiated Instruction is often responsive, making dynamic instructional adjustments based on observed student performance, readiness, and needs.

45. (B) I, II, and IV only
Universal Design for Learning proactively incorporates options into lesson blueprints, whereas Differentiated Instruction dynamically adapts instruction based on individual student profiles. These two frameworks are complementary rather than mutually exclusive; educators frequently combine proactive environment design with responsive targeted differentiation to address specific outlier

NODIA

individual variability in how students perceive, act, and feel during learning.

9. (B) David Rose and Anne Meyer
Anne Meyer and David Rose are clinical psychologists who co-founded CAST in 1984 and spearheaded the development of Universal Design for Learning. Their work combined clinical insights, educational technology, and cognitive neuroscience to create a flexible framework designed to address curriculum barriers and foster purposeful, strategic, and resourceful expert learners in inclusive educational environments.

10. (A) Both A and R are true and R is the correct explanation of A
Universal Design for Learning rejects the concept of an average learner because neuroscience shows that brain networks vary as uniquely as fingerprints. Because cognitive processing, engagement, and strategic planning differ across all individuals, designing for a mythical average creates barriers. Therefore, neuroscientific evidence of individual brain variability directly justifies rejecting standardized, uniform instructional approaches.

11. (A) Sensorimotor Networks
Cognitive neuroscience identifies three core brain networks crucial to learning within the Universal Design for Learning framework: recognition networks that process information, strategic networks that plan and execute tasks, and affective networks that manage motivation and engagement. Sensorimotor function represents a general physiological classification rather than one of the three foundational learning networks specified in this pedagogical model.

12. (C) Recognition Network
The recognition network of the brain is located primarily in the back of the brain and is responsible for gathering facts, perceiving sensory inputs, and categorizing what we see, hear, and read. Experiencing difficulty with reading printed text while successfully understanding information through auditory or visual media demonstrates variability in processing information through this specific recognition system.

13. (D) Multiple Means of Representation
Multiple Means of Representation is the principle of Universal Design for Learning that addresses the what of learning. It focuses on how information and concepts are presented to students, requiring educators to offer diverse visual, auditory, and tactile formats so that all learners can perceive, comprehend, and interpret instructional content effectively regardless of individual sensory or learning differences.

14. (C) Multiple Means of Action and Expression
Multiple Means of Action and Expression represents the Universal Design for Learning principle addressing the how of learning. It focuses on the strategic network of the brain, enabling students to navigate learning environments, organize their thoughts, and demonstrate their knowledge through flexible modalities, physical action, multi-media tools, and varied assessment formats adapted to individual strengths.

15. (A) I only
The principle of Representation focuses on presenting content and information in diverse ways to support recognition networks. Action and Expression addresses how students navigate learning and express knowledge through strategic networks, while Engagement focuses on stimulating motivation and interest via affective networks. Thus, only the definition describing Representation accurately reflects its designated role within this framework.

16. (B) To develop "expert learners" who are purposeful, resourceful, and goal-directed
The ultimate objective of Universal Design for Learning is to guide all students toward becoming expert learners. Expert learners are individuals who are purposeful and motivated, resourceful and knowledgeable, as well as strategic and goal-directed. By providing flexible options across engagement, representation, and expression, instruction empowers students to understand their own learning process and manage their education independently.

17. (D) Recognition Network
Multiple Means of Representation aligns directly with the recognition networks located in the posterior cortex of the brain. These networks are responsible for gathering sensory information, recognizing patterns, and interpreting facts. Providing content in multiple formats—such as visual, auditory, and tactile modalities—ensures that these recognition networks can process, comprehend, and store instructional concepts effectively.

Click Here to Buy book on Amazon

comprehend complex instructional content effectively.

55. (B) Offer choices such as drawing a map, describing terrain verbally, or building a clay model
In resource-limited or non-digital settings, teachers can apply Universal Design for Learning by offering non-digital choices for action and expression. Allowing students to construct clay models, articulate descriptions verbally, or draw detailed maps provides flexible modalities for demonstrating geographical knowledge without requiring expensive digital hardware or software tools.

56. (B) AT addresses individual specific deficits, whereas UDL tech is designed to be usable by all learners
Assistive Technology consists of specialized tools or devices assigned to an individual student to compensate for specific functional limitations, such as a customized screen reader. Universal Design for Learning technology refers to flexible instructional tools built directly into general learning environments and curricula, accessible to all students to enhance general learning.

57. (A) Multiple Means of Representation
Screen readers, closed captions, and adjustable video playback speeds provide flexible sensory options for receiving information. These digital features directly support Multiple Means of Representation by allowing learners to customize text displays, convert visual text into speech, or process spoken dialogue visually, ensuring that instructional content is universally accessible.

58. (A) Offering tactile graphics and screen-reader compatible digital text
For students with total blindness or severe visual impairments, providing tactile graphics and screen-reader compatible digital text offers accessible alternatives to visual information. This strategy directly operationalizes Multiple Means of Representation by converting purely visual information into tactile and auditory formats, ensuring equal access to instructional content.

59. (B) Integrating sign interpreters, visual cues, and audio transcripts
Supporting the recognition network for students who are deaf or hard of hearing involves offering clear visual alternatives for auditory information. Incorporating sign language interpreters, detailed transcripts, and explicit visual cues enables these learners to perceive, interpret, and comprehend classroom instruction accurately, directly fulfilling the principle of Multiple Means of Representation.

60. (A) Both A and R are true and R is the correct explanation of A
Universal Design for Learning features often exhibit the curb-cut effect, where accessibility supports created for specific disabilities benefit a broader population. Closed captions assist deaf students while simultaneously helping hearing peers understand complex terminology, focus in noisy settings, and improve reading comprehension, making both statements true and logically connected.

NODIA

61. (B) Chunking information into smaller steps and offering concrete, hands-on examples
For students with intellectual disabilities, breaking complex content into smaller, structured chunks and presenting concrete, hands-on examples reduces cognitive load and enhances comprehension. This approach aligns with Universal Design for Learning by providing explicit scaffolding for recognition networks, helping learners process, organize, and retain foundational concepts effectively.

62. (B) Establishing clear, predictable daily routines and visual schedules
Students with Autism Spectrum Disorder often experience heightened anxiety when encountering unexpected environmental changes. Establishing clear, predictable daily routines and detailed visual schedules provides essential affective support. This strategy minimizes environmental stress, promotes emotional self-regulation, and creates a secure learning environment that optimizes student engagement and participation.

63. (A) Executive functioning and planning
Graphic organizers and mind maps serve as cognitive scaffolds that help students with dyslexia structure, categorize, and visually organize their thoughts prior to writing. This strategy directly supports executive functioning and planning within the strategic network, enabling learners to overcome working memory and organizational hurdles during complex composition tasks.

needs, ensuring comfortable and accessible reading access.

120. (A) Both A and R are true and R is the correct explanation of A
Universal Design for Learning reduces social stigma by offering supports like audiobooks, text-to-speech, and flexible seating to all students as standard classroom options. Because these accommodations are available universally rather than exclusively for identified individuals, students with disabilities do not feel singled out, directly explaining how UDL minimizes social stigma.

121. (D) Core/Limbic brain system
The affective networks of the brain are located primarily in the limbic system, situated deep within subcortical core brain structures. This neural system evaluates emotional significance, processes feelings of interest or threat, and regulates intrinsic motivation, directly influencing how deeply a learner invests attention and sustained effort into instructional tasks.

122. (D) By adapting core curricula to be flexible enough to include them without separation
Universal Design for Learning supports meaningful inclusion by embedding flexibility directly into the core curriculum's design. By offering adaptable representation, expression, and engagement modalities, UDL enables students with special needs to participate fully and access academic content within general classrooms alongside their non-disabled peers without required physical separation.

123. (D) Providing instructional materials in large print with high visual contrast
For students with low vision, providing instructional text in large print formats with high visual contrast directly supports sensory perception under Representation. Increasing visual legibility and contrast optimizes remaining vision, enabling these learners to perceive and read instructional content efficiently without encountering unnecessary visual fatigue or reading barriers.

124. (D) "Margins" (extremes of diverse learner variability)
Universal Design for Learning emphasizes designing curricula for the margins, representing the broad spectrum of learner variability. By creating instruction that satisfies the needs of individuals at the functional extremes, the middle range of learners is naturally accommodated, creating a flexible learning system that works effectively for all students.

125. (D) The Curb Cut Effect of Universal Design
When subtitled videos designed for hearing-impaired students also enhance reading concentration and memory retention for non-disabled peers, it demonstrates the Curb Cut Effect. Proactively embedding accessibility features to support specific sensory needs yields unexpected benefits across a broader spectrum of learners, demonstrating the systemic value of universal instructional design.

126. (D) Howard Gardner
Howard Gardner developed the Theory of Multiple Intelligences, proposing that human intelligence encompasses diverse cognitive modalities such as linguistic, logical, spatial, and musical strengths. This theory strongly aligns with Universal Design for Learning philosophy, supporting the principle that learners possess unique cognitive profiles requiring flexible methods for acquiring and expressing knowledge.

127. (D) Hearing Impairment
Providing alternatives for auditory information—such as text captions, visual diagrams, sign language interpretation, and written transcripts—is essential for students with hearing impairments. These alternative visual presentation modalities ensure that spoken instructional content, dynamic class discussions, and room acoustic signals are fully accessible, eliminating auditory barriers in inclusive educational environments.

128. (D) Using progressive disclosure techniques or chunking text into manageable steps
When dense text overwhelms a student, applying the UDL principle of Comprehension involves using progressive disclosure or chunking information into smaller, structured segments. This pedagogical technique reduces cognitive load, helps processing networks handle visual information incrementally, and prevents working memory overload, thereby fostering significantly better reading comprehension and task engagement.

Downloaded from www.pdf.tube

usable by all individuals to the greatest extent possible without needing specialized adaptations. This statutory definition establishes accessibility as a baseline requirement across all public domains, including inclusive education.

74. (A) Distribution of Braille books and large print materials (Representation)
Providing Braille books and large-print instructional materials exemplifies Universal Design for Learning in inclusive settings by offering multiple means of representation. These alternative presentation formats ensure that students with visual impairments or low vision can process core reading content alongside their peers, upholding non-discriminatory educational access and inclusive learning standards.

75. (A) I, II, and III only
UDL is a proactive whole-class design framework, DI provides responsive instructional adjustments based on student profiles, and accommodations offer specific individualized support. However, implementing UDL does not eliminate legal obligations to provide individualized accommodations mandated by disability legislation, making statement IV false while statements I, II, and III are correct.

76. (D) Project-Based Learning (PBL) methodologies
Project-Based Learning methodologies offer students flexible pathways to demonstrate knowledge, solving real-world problems using diverse media, formats, and collaboration. This active pedagogical approach directly supports Multiple Means of Action and Expression by providing options for physical action, expression, and executive function management, moving beyond rigid, traditional testing models.

77. (D) Providing temporary support to help a student reach higher comprehension, which is gradually removed
Scaffolding involves offering targeted, temporary instructional supports—such as graphic organizers, prompts, or guided practice—to assist learners in mastering new concepts or skills. As student independence and competence increase, these temporary supports are systematically faded, empowering the learner to perform complex cognitive tasks independently as an expert learner.

78. (B) Providing structured rubrics, process checklists, and self-reflection prompts
Supporting self-regulation under the Engagement principle involves helping students monitor their own emotional and cognitive states during learning. Providing structured rubrics, clear process checklists, and guided self-reflection prompts provides actionable tools that empower learners to track progress, maintain effort, manage frustration, and develop internal strategies for academic self-directedness.

79. (D) It optimizes relevance, value, and autonomy within the Engagement principle
In Universal Design for Learning, offering choice is a fundamental strategy for engaging affective networks. Allowing students to select topics, media tools, or working conditions optimizes individual autonomy, increases personal relevance, and enhances the intrinsic value of learning activities, leading to higher sustained effort and deeper overall academic involvement.

NODIA

80. (A) Multiple Means of Action and Expression
Augmentative and Alternative Communication devices provide accessible tools for non-verbal students or those with severe speech impairments to express their thoughts and answer questions. Integrating these devices aligns directly with Multiple Means of Action and Expression by providing viable alternatives for communication and physical interaction within the classroom.

81. (D) Demonstrating comprehension of target concepts regardless of the medium used
In an inclusive UDL classroom, assessment evaluates conceptual mastery rather than a student's ability to navigate a specific response medium. For a student with a learning disability, assessment focuses on measuring understanding of core educational goals using accessible expression modalities, ensuring that physical or processing barriers do not obscure performance.

82. (D) He is applying UDL by proactively providing Multiple Means of Representation
By offering digital text-to-speech alongside visual graphic novels without altering the core learning goal, the teacher proactively provides multiple pathways for perceiving and understanding content. This approach embodies Multiple Means of Representation, ensuring that reading decoding difficulties do not prevent students

systematically faded, empowering the individual to manage their learning independently as a self-directed expert learner.

102. (D) Orthopedic/Locomotor Disabilities and varied motor skills
Offering varied ball sizes, adaptable scoring rules, and adjustable target distances in physical education provides flexible physical action options. These tailored modifications accommodate individual differences in gross motor control, strength, and physical coordination, specifically supporting students with orthopedic impairments or locomotor disabilities to participate fully alongside their peers.

103. (D) Providing multisensory play materials (tactile, visual, auditory)
Applying Universal Design for Learning in early childhood settings involves offering multisensory play materials, including tactile objects, visual illustrations, and auditory sounds. Engaging multiple sensory modalities supports diverse developmental pathways, stimulates recognition networks, and constructs an inclusive foundation that accommodates natural individual variations in early learning and development.

104. (A) UD focuses on physical accessibility; UDL focuses on cognitive accessibility
Universal Design in architecture focuses on eliminating physical environment barriers through built-in features like ramps and wide doorways. Universal Design for Learning extends these foundational concepts into education, focusing on cognitive, sensory, and affective accessibility by designing flexible curricula, instructional methods, and assessments that accommodate diverse learner profiles.

105. (D) I, II, III, and IV
Integrating tactile maps, podcast transcripts, text-to-speech tools, and clear lines of sight for lip-reading provides comprehensive sensory support. These strategies proactively address visual and hearing impairments, illustrating how Universal Design for Learning incorporates multi-modal options to ensure that physical and sensory barriers do not prevent content access.

106. (D) Provide options that minimize threats and establish predictable routines
Under the Engagement principle of UDL, supporting students experiencing high anxiety involves providing options that minimize environmental threats and distractions. Establishing predictable daily routines, offering low-stimulation working areas, and setting transparent expectations reduces emotional distress, supporting affective brain networks and enabling anxious learners to focus on target content.

107. (D) Clarify vocabulary, syntax, and offer native language supports
For students learning in a secondary language, structural linguistic barriers can hinder access to academic content. The UDL checkpoint of clarifying vocabulary, decoding syntax, and providing native language supports ensures that language barriers do not block subject matter comprehension, directly supporting recognition networks under Multiple Means of Representation.

108. (A) Affective and Strategic Networks
Introducing dramatic role-play into a narrative lesson engages affective networks by adding emotional resonance, narrative drama, and personal interest. It simultaneously activates strategic networks as students physically move, plan expressive actions, and execute performance roles. This multi-network activation creates an engaging, memorable, and multi-sensory educational experience.

109. (D) Team Teaching (General and Special educators deliver flexible lessons jointly)
Team teaching represents the most effective co-teaching model for implementing UDL. Both general and special educators jointly plan and deliver instruction, sharing equal responsibility. This collaborative approach allows them to integrate flexible strategies, embed multi-modal supports, and address individual learning variability seamlessly within the shared general classroom environment.

110. (D) Universal Design for Learning (Proactive)
Designing a lesson with 3D models, subtitled videos, interactive digital quizzes, and flexible assessment choices demonstrates proactive Universal Design for Learning. Rather than reactively adjusting instruction after difficulty

Click Here to Buy book on Flipkart

92. (D) Multiple Means of Engagement (Sustaining Effort)
When incorporated proactively into overall classroom routines, token economies and reward systems support Multiple Means of Engagement, specifically under the guideline for sustaining effort and persistence. These structured motivational strategies provide clear expectations, offer positive reinforcement, and assist students with ADHD in maintaining focus and completing complex tasks.

93. (B) Collaboration and community
Integrating peer tutoring and cooperative learning groups fulfills the UDL checkpoint of fostering collaboration and community under Engagement. Structured peer interactions encourage shared problem-solving, provide emotional support, and construct an inclusive classroom environment, which helps learners sustain effort, build communication skills, and increase overall academic motivation.

94. (B) Resourceful, purposeful, and strategic
The UDL framework defines expert learners as individuals who are resourceful and knowledgeable, purposeful and motivated, and strategic and goal-directed. Rather than referring to innate high intelligence or simple memorization, expertise in learning reflects a student's ability to self-regulate, employ effective learning strategies, and manage their own growth.

95. (A) Multiple Means of Representation and Expression
Offering diverse learning materials like floor mats, phonics audio, and wooden blocks provides multiple representations of sensory letters (Representation). Allowing students to choose any tool to spell their names provides flexible output options (Expression). Together, these approaches embody the combined application of Multiple Means of Representation and Expression.

96. (C) Pre-teaching key vocabulary and providing formula reference sheets
Pre-teaching key vocabulary and supplying formula reference sheets exemplifies the UDL guideline for providing options for language, mathematical expressions, and symbols. These structured supports reduce unnecessary working memory demands, clarify technical terminology, and ensure that symbolic representation barriers do not prevent students from comprehending overarching academic concepts.

97. (D) Assessment is embedded into learning, allowing flexible knowledge demonstration
In Universal Design for Learning, assessment is an ongoing, flexible process embedded directly into continuous learning activities. Rather than relying exclusively on rigid traditional exams, UDL assessments provide adaptable output options that accurately measure student progress toward learning goals without introducing construct-irrelevant barriers related to expression or motor execution.

98. (A) Connecting course content directly to learners' personal lives and culture
Recruiting interest within affective networks requires making learning content meaningful, authentic, and culturally relevant. Connecting curriculum topics directly to students' personal experiences, community context, and real-world interests enhances perceived value, captures initial attention, and fosters intrinsic motivation, serving as a foundational UDL strategy for recruiting student interest.

99. (B) Expression and Communication
Templates, sentence starters, and story webs serve as structural scaffolds that assist students in organizing and articulating their ideas. These tools fall under the UDL guideline of providing options for expression and communication, reducing executive functioning burdens and enabling diverse learners to compose coherent written or verbal responses.

100. (C) I and III only
Technology offers versatile tools that simplify providing multiple representations and acts as an equalizer when driven by sound pedagogy. However, digital materials are not inherently universally designed simply by being digital; they must incorporate accessible design features. Thus, statements I and III are correct, while statement II represents a misconception.

101. (D) Scaffolding
Scaffolding is the instructional process of providing temporary, structured supports to assist learners as they acquire new concepts or skills. As student competence and autonomy build over time, these instructional supports are

Downloaded from www.pdf.tube

separate table represents a traditional segregated model rather than UDL. Universal Design for Learning advocates for designing a single, flexible lesson plan with built-in multi-modal choices, enabling all students to engage meaningfully with core learning content together.

NODIA

139. (D) Ensuring tests measure actual learning goals rather than ability to overcome secondary barriers

Reducing construct-irrelevant variance means ensuring that assessments measure intended target skills rather than secondary barriers, such as reading speed or physical handwriting ability. By removing unnecessary environmental barriers through flexible output formats, assessments accurately evaluate true student knowledge and conceptual understanding rather than peripheral processing limits or motor difficulties.

140. (D) Facilitator of flexible learning experiences

Implementing Universal Design for Learning transforms the teacher's role from a rigid deliverer of uniform content into a facilitator of flexible learning experiences. Educators become designers of adaptable environments, guiding students through choices, scaffolding learning processes, and empowering diverse individuals to take active ownership of their education as self-directed expert learners.

****

arises, the educators embed multi-modal choices into the initial lesson blueprint, ensuring accessible representation, expression, and engagement pathways for all learners.

111. (A) Allowing students to interact with learning materials through flexible, varied physical modalities
Providing options for physical action involves allowing students to interact with educational materials and display knowledge through varied physical modalities. This includes offering alternative response methods, customizable switch interfaces, and accessible navigation tools, ensuring that physical or motor limitations do not prevent meaningful participation in instructional activities.

112. (D) Self-regulation (Engagement)
Assisting students in monitoring their own learning progress fosters self-regulation under the Engagement principle. By providing progress-tracking charts, reflective self-assessment rubrics, and goal-setting prompts, educators help learners internalize effective self-monitoring skills, evaluate their personal cognitive growth, manage frustration, and sustain ongoing motivation toward achieving educational objectives.

113. (D) UDL creates inclusive baseline design, facilitating IEP goal implementation within general classes
Universal Design for Learning and Individualized Education Programmes work synergistically in inclusive settings. UDL establishes an accessible, flexible baseline environment for the entire classroom. This inclusive foundation minimizes general learning barriers, making it significantly easier to implement specific, specialized IEP goals and targeted interventions within regular academic routines.

114. (D) Multiple Means of Action and Expression
Providing adapted trackball mice or eye-gaze technology for a student with cerebral palsy replaces standard physical input barriers with accessible alternative input modalities. This technology accommodation directly supports Multiple Means of Action and Expression, enabling the learner to interact with software, navigate digital tools, and display knowledge effectively.

115. (B) II and III only
For cognitive disabilities, UDL emphasizes chunking information, highlighting key concepts, and providing graphic organizers to support executive functioning and lower cognitive load. Lowering age-appropriateness is not recommended, as UDL advocates using age-appropriate content while adjusting representation and expression, making statements II and III correct while statement I is incorrect.

116. (D) Gifted education and Vygotsky's Zone of Proximal Development
While Universal Design for Learning originated from architecture and cognitive neuroscience, Differentiated Instruction has deep roots in gifted education and Lev Vygotsky's Zone of Proximal Development. DI emphasizes measuring individual student readiness and dynamically tailoring tasks to keep learners working productively within their specific optimal developmental learning zones.

117. (D) "Based on quiz results, I grouped five students today for targeted phonics reteaching."
Dynamically grouping specific students for targeted reteaching based on immediate quiz results exemplifies Differentiated Instruction. This practice reactively adjusts ongoing instruction to address specific learner profiles and identified skill gaps, whereas the proactive design of multi-modal environments and flexible choices reflects Universal Design for Learning practices.

118. (D) Multiple Means of Engagement
Multiple Means of Engagement directly targets affective brain networks, which govern intrinsic motivation, personal interest, and emotional investment in tasks. By offering choices, providing relevant challenge levels, and fostering a supportive classroom community, this principle increases learners' intrinsic desire to participate, persist through difficulties, and take ownership of their learning.

119. (D) Allowing learners to alter digital text size, font, and background contrast settings
Customizing the display of information is a core UDL checkpoint under Perception. Allowing learners to adjust digital text size, font style, line spacing, and visual contrast settings empowers individuals to modify sensory inputs according to their unique visual preferences and processing

Click Here to Buy book on Amazon

64. (B) Accommodations designed for disabilities often end up benefiting all learners
The Curb Cut Effect describes how features originally designed to provide physical access for individuals with disabilities—such as sidewalk ramps—ultimately benefit a wider population, including parents with strollers and delivery workers. In education, Universal Design strategies created for specific accommodations frequently enhance learning outcomes for all students.

65. (D) By teaching them to select flexible options and choices to manage their own learning
Universal Design for Learning fosters independence and self-advocacy by empowering students to make intentional choices regarding how they receive information, process concepts, and demonstrate knowledge. By evaluating which options work best for their unique learning profiles, students develop self-awareness, personal responsibility, and effective self-regulation strategies essential for lifelong learning.

66. (C) It ensures inclusive environments by catering to diverse learner needs
Modern educational policies emphasize creating fully inclusive environments where every student receives equitable access to quality education. Universal Design for Learning aligns with this vision by offering a framework that proactively removes curriculum barriers, accommodates diverse learner profiles, and ensures meaningful participation within regular classrooms without isolating students.

67. (D) It reduces the need to construct reactive, individualized lesson retrofits
Implementing Universal Design for Learning benefits general educators by shifting focus from reactive modifications to proactive instructional design. By embedding flexible options into initial lesson plans, teachers reduce the time and effort needed to construct last-minute retrofits or separate accommodations for individual students who experience learning difficulties.

68. (A) Affective Network
Providing students with autonomy over project topics and modes of expression directly targets the brain's affective network. This system regulates motivation, interest, and emotional commitment. When learners exercise choice and align tasks with personal interests, their persistence increases, fostering sustained engagement and intrinsic motivation to overcome academic obstacles.

69. (B) High student-teacher ratios and limited material resources
Implementing Universal Design for Learning in large or under-resourced educational contexts often presents practical challenges, such as managing high student-teacher ratios and obtaining adequate instructional materials. Overcoming these barriers requires creative pedagogical strategies, teacher collaboration, and flexible utilization of both low-tech and non-digital accessible resources.

70. (A) I and II only
Significant challenges to implementing UDL include inadequate teacher training in inclusive frameworks and rigid standardized testing formats that hinder flexible assessment methods. Statement III is incorrect because UDL does not depend on 1:1 computer access and can be implemented using low-tech materials, making statements I and II accurate.

71. (B) By co-planning flexible, multi-modal lessons that embed UDL principles
Resource room teachers and general educators overcome implementation barriers by collaborating during lesson planning. Co-planning allows them to combine specialized expertise in accommodations with general subject matter knowledge, designing flexible, multi-modal lessons that embed UDL principles directly into the general classroom curriculum, ensuring meaningful access for all.

72. (B) The RPWD Act, 2016
The Rights of Persons with Disabilities Act, 2016, is the primary legal framework in India that explicitly mandates Universal Design across public services, infrastructure, transportation, and educational environments. This statutory mandate ensures that products, facilities, and educational curricula are designed to be accessible to all individuals to the greatest extent possible.

73. (B) The design of products, environments, programmes, and services to be usable by all people to the greatest extent possible, without adaptation or specialized design
Section 2(ze) of the RPWD Act 2016 defines Universal Design as creating products, environments, programmes, and services that are

NODIA

129. (D) Their own learning profiles, strengths, and optimal strategies
To become expert learners, students must develop deep metacognitive awareness regarding their unique learning profiles, individual strengths, processing preferences, and optimal strategies. Universal Design for Learning fosters this self-knowledge by encouraging regular reflection, self-directed goal-setting, and intentional decision-making regarding how they best access information, process ideas, and demonstrate target mastery.

130. (A) I and II only
Practical challenges in implementing UDL within rural schools include limited teacher awareness and training, alongside the widespread misconception that UDL strictly requires expensive digital technology. Statement III is incorrect because administrative support and curriculum flexibility remain inconsistent across regions, making statements I and II accurate reflections of real barriers.

131. (D) A teacher believing that providing choices lowers academic standards
An attitudinal barrier involves biased beliefs or negative mindsets held by educators or administrators. A teacher believing that providing choices or flexible assessments lowers academic rigor represents a significant attitudinal barrier, hindering the adoption of Universal Design for Learning principles that promote accessible, flexible instruction for all learners.

132. (D) Teaching skills so students can apply them across varied contexts and environments
In Universal Design for Learning, generalization refers to the ability of learners to transfer and apply acquired knowledge, skills, and cognitive strategies across diverse real-world contexts, academic subjects, and environments. Educators foster generalization by presenting content in varied formats, offering diverse practice opportunities, and teaching adaptable problem-solving approaches.

133. (D) Providing a visual timer and a clear schedule of daily classroom activities
For students with Autism Spectrum Disorder, providing visual timers and explicit daily activity schedules supports Multiple Means of Engagement. These predictable visual supports reduce environmental anxiety related to instructional transitions, clarify activity expectations, and foster emotional self-regulation, enabling the learner to remain focused and actively engaged in learning tasks.

134. (D) Some students need specific targeted therapies beyond universal environmental design
Although Universal Design for Learning creates an accessible environment for general instruction, individual students may still require specialized, targeted interventions or therapeutic services. An Individualized Education Programme remains necessary to detail these specific medical, therapeutic, or highly specialized skill accommodations that extend beyond general environmental curriculum designs.

135. (B) II, III, and IV only
Universal Design for Learning is intended for inclusive general education classrooms, not exclusively special schools, making statement I incorrect. UDL minimizes individual accommodation needs through proactive flexible design, DI relies on ongoing formative evaluation, and legal frameworks mandate universal design across education, confirming that statements II, III, and IV are correct.

136. (D) Multiple Means of Representation
Teaching fractions using a chalkboard diagram, concrete plastic pie pieces, and an interactive digital game provides multiple presentation formats. This approach directly aligns with Multiple Means of Representation, ensuring that visual, tactile, and digital modalities are available to assist diverse learners in perceiving, processing, and comprehending abstract mathematical concepts effectively.

137. (D) Provide options for Executive Functions
Under the UDL principle of Multiple Means of Action and Expression, Providing Options for Executive Functions is a primary guideline. It focuses on supporting strategic brain networks by offering tools for goal-setting, strategy development, information organization, and progress monitoring, assisting learners in planning and executing complex cognitive tasks effectively.

138. (D) No, this is a traditional segregated model, whereas UDL designs one flexible lesson for all
Separating students with intellectual disabilities to perform simpler, isolated worksheets at a

Downloaded from www.pdf.tube

from accessing and comprehending essential historical concepts.

83. (D) Because highlighting diverse features and key patterns helps learners extract core underlying concepts
Providing multiple pedagogical examples supports recognition networks by highlighting critical features, contrasting patterns, and key ideas across varied contexts. This instructional strategy prevents overly narrow interpretations, helping diverse learners extract core underlying concepts, recognize essential relationship patterns, and apply acquired knowledge accurately across different academic situations.

84. (D) Speech and Language Disorders or Specific Learning Disabilities
Clarifying vocabulary, decoding symbols, and explaining mathematical notations are crucial UDL checkpoints under Representation. These practices particularly benefit students with speech and language disorders or specific learning disabilities, as explicit linguistic decoding and visual-symbolic supports reduce cognitive processing barriers and facilitate accurate comprehension of complex text.

85. (A) I and II only
Universal Design for Learning operationalizes international inclusive education mandates by embedding flexibility into curricula, shifting the responsibility for adaptation from the student to the educational design. Statement III is incorrect because UDL elevates, rather than eliminates, the collaborative role of special educators, making statements I and II correct.

86. (D) UDL means finding one single magical teaching method that works perfectly for every student in class
Universal Design for Learning explicitly rejects the idea that a single, universal teaching method can meet the needs of all students. Instead, it recognizes natural learner variability and advocates for providing multiple, flexible pathways in engagement, representation, and expression so that instruction adapts to diverse cognitive profiles.

87. (B) Design of curriculum and learning environment
Under the Universal Design for Learning framework, learning barriers are not viewed as internal deficits within the student. Instead, barriers are understood to reside within rigid, inaccessible curriculum designs, inflexible instructional methods, and unsupportive physical or pedagogical environments. UDL seeks to eliminate these structural obstacles through proactive, flexible planning.

88. (C) Were learning goals achieved by all students through flexible pathways provided?
Evaluating a UDL lesson focuses on whether learning goals were met by all students using the flexible options provided. The measure of success lies in goal achievement through adaptable representation, expression, and engagement pathways, rather than classroom compliance, technological complexity, or equal teacher talking time across individuals.

89. (C) Providing options for Comprehension
Highlighting patterns, critical features, big ideas, and relationships is a key checkpoint under the UDL guideline of Providing Options for Comprehension (Representation). This strategy aids recognition networks by guiding information processing, reducing cognitive overload, and assisting learners in identifying essential conceptual connections within complex instructional text.

90. (A) Both A and R are true and R is the correct explanation of A
Universal Design for Learning requires separating core learning goals from the means of achieving them. When a goal mandates a single method, such as writing an essay, it inadvertently tests writing mechanics rather than subject mastery. Decoupling goals from execution methods allows flexible pathways, directly explaining why this separation is vital.

91. (D) Scaffolding executive functions by breaking down complex tasks into smaller manageable steps
Task analysis involves systematically decomposing a complex learning task into smaller, sequential, and manageable steps. In Universal Design for Learning, this strategy provides crucial executive function scaffolding under Action and Expression, assisting students with intellectual disabilities or executive processing challenges in planning, organizing, and completing multi-step tasks successfully.

NODIA

CHAPTER 08

Curriculum Environment Assessment Adaptation

1. Which of the following best defines environmental adaptation in an inclusive classroom?
(A) Systematically altering core curriculum goals to suit the cognitive capacity of the student
(B) Modifying physical, social, or sensory surroundings to enable independent access and learning
(C) Supplying specialized alternate reading materials like braille texts and narrated audiobooks
(D) Adjusting standard grading rubrics and criteria to ensure the student easily passes examinations

2. Why is environmental adaptation considered a prerequisite for effective learning for Children with Special Needs (CWSN)?
(A) It removes external structural barriers, enabling the child to direct cognitive focus toward learning
(B) It completely eliminates the requirement for developing individualized education programmes for the student
(C) It automatically enhances and elevates the core intellectual functioning capacity of the enrolled child
(D) It fully replaces the necessity for implementing specialized pedagogy and differentiated teaching methods

3. Consider the following statements regarding room layout considerations for Children with Special Needs (CWSN):
I. Clear, unobstructed pathways must be maintained for wheelchair users.
II. Activity centers should be clearly demarcated with visual and tactile boundaries.
III. Desks should be clustered closely together to maximize floor space for the teacher.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

4. Removing physical barriers within the classroom primarily aligns with which of the following principles?
(A) Universal Design for Learning (UDL)
(B) Individualized Education Programme (IEP)
(C) Continuous and Comprehensive Evaluation (CCE)
(D) Barrier-Free Environment (BFE)

5. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Removing physical barriers in a school building is essential for fostering independent access for students with locomotor disabilities.
Reason (R): The principles of Universal Design apply exclusively to architectural and structural modifications.
In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

6. What is the most appropriate seating arrangement adaptation for a student with profound hearing impairment who relies on lip-reading?
(A) Sitting at the rearmost desk of the classroom to maintain a clear line of sight to all classmates
(B) Sitting in the front row, directly facing the teacher whose face remains well-illuminated
(C) Sitting directly adjacent to an exterior window to maximize natural light hitting the study material
(D) Sitting in the central middle row of the classroom, completely surrounded by supportive peer buddies

Click Here to Buy book on Flipkart

learning activities.
III. Utilizing peer-assisted learning strategies.
IV. Eliminating all forms of immediate feedback to build independence.
Which of the above are considered effective pedagogical adaptations for Children with Special Needs (CWSN)?
(A) I, II, and III only
(B) I, III, and IV only
(C) II, III, and IV only
(D) I, II, III, and IV

41. The principle of "Overlearning," often used as a pedagogical adaptation for students with Intellectual Disability, refers to:
(A) Overloading the student with excessive instructional content, resulting in severe cognitive fatigue
(B) Compelling the student to independently study advanced academic subjects far above grade level
(C) Continuing structured skill practice beyond initial mastery to ensure long-term retention
(D) Repeatedly subjecting a student to multiple formal evaluation tests within a single school day

42. In adapted pedagogy, repetition must be paired with which of the following to effectively maintain student motivation?
(A) Varied instructional materials and positive reinforcement
(B) Strict disciplinary procedures and formal reprimands
(C) Consistent negative reinforcement and privilege loss
(D) Extended compulsory school hours and isolation time

43. Which of the following is NOT one of the core principles of Universal Design for Learning (UDL) as applied to pedagogy?
(A) Multiple means of representation
(B) Multiple means of expression
(C) Multiple means of engagement
(D) Multiple means of exclusion

44. When integrating Differentiated Instruction (DI) and Universal Design for Learning (UDL), teachers should avoid "redundant adaptations." This means:
(A) Refraining from implementing any educational adaptations or curriculum accommodations whatsoever for students
(B) Ensuring that an adaptation does not create a new barrier (e.g., providing audiobooks to deaf students)
(C) Repeatedly reusing the exact same standardized worksheet for every single student across all academic tasks
(D) Applying identical uniform modification techniques across all distinct categories of student disabilities

45. Consider the following statements regarding scaffolding as a pedagogical adaptation:
I. It involves providing temporary support to help a learner achieve a goal.
II. The support is gradually withdrawn as the learner becomes more competent.
III. It permanently replaces the student's need to learn the skill independently.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

46. In the prompting hierarchy used in special education pedagogy, which is considered the most intrusive prompt?
(A) Direct or indirect verbal prompt
(B) Printed or illustrated visual prompt
(C) Non-verbal directional gestural prompt
(D) Full physical hand-over-hand prompt

47. The gradual removal of prompts as a student masters a skill is technically termed:
(A) Fading
(B) Shaping
(C) Chaining
(D) Punishing

NODIA

48. Co-teaching is a pedagogical model highly effective in inclusive settings. Which model involves one teacher instructing the whole class while the other circulates to provide individual assistance?
(A) Station teaching
(B) One Teach, One Assist
(C) Parallel teaching
(D) Team teaching

49. Materials adaptation in special education primarily refers to:
(A) Modifying structural building architecture and physical facility designs across the school campus

(CWSN) must have inward-opening doors only.
II. Grab bars should be installed near the toilet seat at an appropriate height.
III. The washbasin should be at a lower height with lever-type taps.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

16. The use of clear pictograms, high-contrast colours, and braille on room identification boards across the school is known as:
(A) Content and curriculum simplification
(B) Signage and wayfinding adaptation
(C) Behavioural intervention modification
(D) Instructional pedagogical scaffolding

17. Creating a "psychologically safe classroom climate" is an essential social/emotional environment adaptation. This means:
(A) Ensuring that the physical classroom environment contains no sharp furniture edges or broken equipment
(B) Fostering a culture where mistakes are learning opportunities and bullying is strictly addressed
(C) Preventing students with special needs from attempting complex or challenging academic tasks
(D) Separating disabled students from non-disabled peers to shield them from potential stress

18. Which strategy best addresses peer-relationship and belonging considerations for a child with a severe physical disability in an inclusive classroom?
(A) Implementing a rotating peer-buddy system and cooperative learning tasks
(B) Excusing the student from all group activities to prevent inconvenience to classmates
(C) Assigning a dedicated adult aide to sit continuously with the child during recess
(D) Requiring the child to complete all academic assignments exclusively in the resource room

19. Content adaptation in special education primarily refers to:
(A) Systematically altering the physical seating layout and structural design of the classroom environment
(B) Modifying the specific instructional methods and communication techniques teachers use for delivery
(C) Modifying core curricular content through simplification, prioritization, or alternative formats
(D) Granting additional compensatory time extensions during formal summative written examinations

20. A history teacher wants to teach a lesson on a historical movement. For a student with a mild intellectual disability, the teacher decides to focus only on key national leaders and basic dates, rather than complex political treaties. What specific adaptation is this?
(A) Modifying structural aspects of the physical learning environment
(B) Adapting the primary communication modes and instructional delivery
(C) Implementing modifications in formal student assessment procedures
(D) Reducing content load and prioritizing essential core learning concepts

21. When simplifying complex content for students with cognitive delays, a teacher must balance simplification with:
(A) The physical layout of the room
(B) The lighting conditions of the class
(C) Academic rigor and age-appropriateness
(D) The administrative rules of the school board

22. What does the concept of "chunking" refer to in content adaptation?
(A) Combining content from multiple distinct academic subjects into one long continuous lecture
(B) Segmenting complex information into small, manageable units for easier cognitive processing
(C) Routinely removing a student with learning needs from the general classroom for part of the day
(D) Replacing all standard written instructional materials with three-dimensional tactile objects

23. Sequencing principles for content delivery in special education generally follow which logical progression?
(A) Complex to simple, abstract to concrete
(B) Unknown to known, complex to simple
(C) Abstract to concrete, unknown to known

NODIA

7. When adapting the classroom environment for a student with Visual Impairment (low vision), what is a key seating consideration?
(A) Placing the student directly in desk locations receiving maximum direct sunlight
(B) Placing the student far away from the blackboard to reduce potential eye strain
(C) Seating the student strictly adjacent to the main classroom exit door for safety
(D) Seating the student where blackboard glare is minimized and lighting is adequate

8. Consider the following adaptations for a student with Attention Deficit Hyperactivity Disorder (ADHD):
I. Seating the student near the teacher to help maintain focus.
II. Seating the student away from high-traffic areas like doors and windows.
III. Providing a fixed, unchangeable seating spot regardless of the activity.
IV. Using a seat cushion or a slightly dynamic chair to allow minor movements.
Which of the above adaptations are recommended?
(A) I, II, and III only
(B) I, II, and IV only
(C) II, III, and IV only
(D) I, III, and IV only

9. What is the primary purpose of using acoustic adaptations, such as sound-absorbing panels or carpets, in a classroom?
(A) To significantly enhance the auditory appreciation and general musical performance abilities of all enrolled students
(B) To effectively restrict and prevent students from engaging in side conversations during instructional lessons
(C) To reduce background noise and reverberation, aiding students with hearing or auditory processing issues
(D) To strictly fulfill mandatory building maintenance standards and official fire safety regulations of the school

10. A teacher observes that a student with Autism Spectrum Disorder (ASD) frequently covers his ears and hums loudly when seated near the classroom's humming air conditioner. The teacher moves the student's desk to a quiet corner away from the unit. This is an example of:
(A) Sensory environment adaptation
(B) Curriculum content adaptation
(C) Instructional pedagogy adaptation
(D) Academic assessment adaptation

11. Which lighting adaptation is most crucial for a student with albinism experiencing photophobia in an inclusive classroom?
(A) Installing high-intensity fluorescent lighting directly above the student's primary workspace
(B) Positioning the student's desk so that they face directly toward an uncurtained exterior window
(C) Removing all artificial light fixtures and relying exclusively on unfiltered natural daylight
(D) Providing adjustable window blinds and permitting the student to wear tinted lenses

12. "Auditory figure-ground discrimination" difficulties in children with learning disabilities can best be mitigated by which environmental adaptation?
(A) Significantly increasing the volume of the teacher's speaking voice to its maximum capacity
(B) Reducing ambient classroom noise while using an FM amplification system for the teacher
(C) Seating the child at the back of the classroom to allow a view of all sound sources
(D) Providing written study notes in place of delivering any verbal or spoken instruction

13. According to the RPwD Act 2016 and standard accessibility guidelines, what is the generally recommended maximum gradient for a wheelchair ramp in a school environment?
(A) 1:6
(B) 1:8
(C) 1:12
(D) 1:20

14. Tactile paving (warning blocks with raised dots and directional blocks with raised lines) on school pathways is primarily designed as an infrastructural adaptation for:
(A) Persons with orthopedic impairment
(B) Persons with intellectual disability
(C) Persons with autism spectrum disorder
(D) Persons with visual impairment

15. Consider the following statements regarding infrastructural accessibility in schools:
I. Washrooms for Children with Special Needs

Downloaded from www.pdf.tube

subject content taught, whereas content adaptation modifies teaching methods
(B) Pedagogy adaptation alters instructional delivery methods, whereas content adaptation modifies the targeted learning material
(C) Pedagogy adaptation adjusts physical learning locations, whereas content adaptation alters the scheduling of lessons
(D) Pedagogy adaptation applies strictly to assessment design, whereas content adaptation applies exclusively to classroom rules

33. Which pedagogical method is generally most effective for a student with an Intellectual Disability (ID)?
(A) Delivering long, highly abstract theoretical and philosophical lectures without visual aids
(B) Utilizing concrete, multi-sensory instruction paired with task analysis and regular repetition
(C) Conducting rapid-paced deductive reasoning drills that require advanced abstract conceptualization
(D) Assigning completely independent and unstructured self-directed discovery learning tasks to students

34. For a student with profound Hearing Impairment, teaching methods should heavily rely on:
(A) Visual aids, sign language, and written instructions
(B) Intensive verbal repetition and narrated audiobooks
(C) Specialized phonics-based auditory training drills
(D) Complex abstract verbal reasoning and discussion tasks

35. A special educator breaks down the process of "washing hands" into 8 distinct, teachable steps, and teaches one step at a time. This pedagogical adaptation is known as:
(A) Curriculum compacting
(B) Peer tutoring
(C) Task analysis
(D) Content enrichment

36. Adapting the pace of instruction for a student with Cerebral Palsy who has a speech delay and physical slowness involves:
(A) Urging the student to vocalize faster to maintain pace with non-disabled peers
(B) Minimizing teacher wait time immediately following oral classroom questioning
(C) Consistently bypassing the student during oral discussions to save lesson time
(D) Offering expanded wait time so the student can process input and construct answers

37. In a mixed-ability inclusive classroom, balancing the pace of instruction can best be achieved by:
(A) Directing classroom instruction exclusively toward the needs of high-achieving advanced learners
(B) Directing classroom instruction exclusively toward the pace of struggling low-achieving learners
(C) Utilizing flexible grouping, self-paced modules, and differentiated instructional strategies
(D) Delivering all curriculum content through a single, unchanging traditional lecture format to all

NODIA

38. "Simplified language techniques" as a pedagogical adaptation involve:
(A) Formulating instruction using multiple complex clauses, passive phrasing, and dense syntactic structures
(B) Using short, direct sentences in active voice while avoiding double negatives and abstract idioms
(C) Delivering daily educational lectures entirely in a non-native foreign language without translation
(D) Systematically removing all forms of verbal and oral communication from the classroom environment

39. Augmentative and Alternative Communication (AAC) systems are pedagogical adaptations primarily used to support learners with:
(A) Learners presenting with mild visual impairment
(B) Learners demonstrating high mathematical giftedness
(C) Learners coping with mild orthopedic impairment
(D) Learners with severe speech impairments or non-verbal conditions

40. Consider the following pedagogical adaptations:
I. Providing explicit instructions with visual cues.
II. Incorporating physical movement into

(C) II and III only
(D) I, II, and III

76. Portfolio-based assessment is highly recommended for students with moderate to severe intellectual disabilities because:
(A) It relies entirely on the student's isolated capacity to memorize complex factual data
(B) It records continuous functional and academic progress toward individualized IEP goals
(C) It relies strictly on traditional multiple-choice standardized testing formats for scoring
(D) It automates student evaluation and requires no direct ongoing instructional effort from teachers

77. Grading and reporting adaptations for a student on a modified curriculum (IEP) should ideally be based on:
(A) Direct comparison against the top-performing student in the general class
(B) Standardized national norm-referenced grade-level scoring scales
(C) Individual progress made toward specific goals set within their IEP
(D) Average academic examination scores of all CWSN enrolled in school

78. Which legal framework in India specifically mandates examining bodies to ensure appropriate accommodations, including extra time and scribe facilities, for persons with benchmark disabilities?
(A) The RCI Act, 1992
(B) The National Trust Act, 1999
(C) The Mental Healthcare Act, 2017
(D) Section 17 of the RPwD Act, 2016

79. Under standard inclusive education guidelines, students with severe Hearing Impairment or Specific Learning Disabilities are often granted which specific assessment accommodation?
(A) Exemption from the third language requirement
(B) Complete exemption from studying Mathematics
(C) Exemption from all continuous and comprehensive evaluation (CCE)
(D) Automatic promotion to the college level

80. Consider the following accommodations provided to Children with Special Needs (CWSN) during examinations:
I. Provision of a separate, distraction-free room for students with ASD.
II. Use of an abacus for students with visual impairment in math exams.
III. Use of a calculator for a student with severe dyscalculia, if permitted by the board.
IV. Permitting the student to copy answers from a peer.
Which of the above are valid, legal accommodations?
(A) I, II, and IV only
(B) II, III, and IV only
(C) I, II, and III only
(D) I, III, and IV only

81. Formative assessment adaptation for a non-verbal child in an inclusive classroom could effectively involve:
(A) Requiring the non-verbal child to independently deliver a formal oral presentation to peers
(B) Allowing the child to point to pictures or use an AAC device to answer questions in class
(C) Bypassing and ignoring the non-verbal child completely during classroom questioning sessions
(D) Assigning the child a failing grade specifically due to an inability to participate verbally

82. In special education assessment, "Error Analysis" is used to:
(A) Identifying mistake patterns in a student's work to adapt future pedagogical strategies
(B) Systematically deducting examination marks as strictly and rigidly as possible for errors
(C) Formally reprimanding and punishing the student for perceived lack of classroom attention
(D) Determining which specific classroom teacher is legally at fault for academic failure

83. Functional assessment for a student with a severe intellectual disability focuses on evaluating:
(A) Advanced proficiency in high-level abstract reasoning, formal logic, and calculus
(B) The student's rote memory capability to accurately recite historical dates and events
(C) Practical skills essential for daily living, self-care, and vocational independence
(D) Fluency and conversational proficiency when speaking a second foreign language

Click Here to Buy book on Amazon

(B) Modifying physical or digital resource tools (e.g., books, worksheets) to enable curriculum access
(C) Changing the mandatory core subject offerings and academic options provided within the curriculum
(D) Altering the standard pass marks and minimum grade thresholds required for final examinations

50. A teacher observes that a student with specific learning disability (dyslexia) struggles to read the densely packed text in the science book. The teacher provides a summary sheet with larger font, double spacing, and bullet points. This is an example of:
(A) Adapting textbooks and print materials
(B) Adapting the physical room environment
(C) Implementing assessment modifications
(D) Adapting the social class environment

51. For a student with Low Vision, print materials should ideally be adapted by using:
(A) Using glossy reflective paper and small italicized fonts to condense text
(B) Using flowing cursive handwriting placed on plain unruled writing paper
(C) Using high-contrast colors, sans-serif fonts, and larger text sizes
(D) Using low-contrast monochromatic blue print set against blue background paper

52. When adapting worksheets for students with cognitive disabilities, it is best practice to:
(A) Significantly increase total question count to maximize repetition and practice
(B) Design a visually dense and complex page layout filled with decorative items
(C) Eliminate all visual pictures and rely exclusively on dense written instructions
(D) Maintain an uncluttered layout, clear short instructions, and adequate white space

53. Providing "structured response formats" in an adapted worksheet might include:
(A) Requiring the student to independently compose a long unstructured written essay
(B) Delivering complex test instructions through spoken verbal directives exclusively
(C) Providing sentence starters, fill-in-the-blanks with word banks, or matching items
(D) Mandating formal oral debate participation as a total substitute for writing tasks

54. Tactile and manipulative materials are primarily used to adapt learning for:
(A) Learners who demonstrate superior aptitude when acquiring knowledge through abstract auditory reasoning
(B) Learners with visual impairments or those needing kinesthetic input for mathematical concepts
(C) Learners with severe physical disabilities that completely prevent intentional hand and arm movement
(D) Learners who are exceptionally gifted and highly proficient in linguistic and verbal intelligence

55. Consider the following types of adapted learning materials:
I. Dienes blocks for place value concepts.
II. Braille scales for measurement.
III. Tactile maps for geography.
Which of the above are appropriate material adaptations for a student with absolute blindness?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

NODIA

56. Which of the following is a classic example of an adapted mathematical material used extensively by students with Visual Impairment?
(A) Taylor Frame and Abacus
(B) Flashcards with small text
(C) Protractor with fine print lines
(D) Color-coded fraction pies

57. Digital textbooks and e-content adaptation for Children with Special Needs (CWSN) are highly dependent on linkage with:
(A) Participation levels in extracurricular athletic and sports activities
(B) Compliance with mandatory architectural building accessibility standards
(C) Assistive technology like screen readers or text-to-speech software
(D) Specialized individual dietary plans and nutritional modifications

58. Screen reading software, such as JAWS or NVDA, is an essential material adaptation for:
(A) Students with total visual impairment
(B) Students with hearing impairment
(C) Students with orthopedic impairment
(D) Students with mild speech sound disorders

(D) Known to unknown, concrete to abstract

24. Providing the textbook material in a Braille format for a visually impaired student is an example of:
(A) Alternate format for content
(B) Assessment modification
(C) Cognitive load reduction
(D) Social environment adaptation

25. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): A positive and inclusive social environment reduces behavioral outbursts in students with Autism Spectrum Disorder (ASD).
Reason (R): Environmental predictability, clear routines, and peer acceptance lower anxiety and promote emotional regulation.
In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

26. Which of the following best exemplifies an audio alternate format for content delivery?
(A) A recorded audio podcast summarizing the main concepts of a science topic
(B) A tactile relief map showing geographical boundaries and landforms
(C) A large-print formatted mathematics textbook designed for low vision students
(D) A visual graphic organizer detailing the sequence of major historical events

27. When prioritizing essential content to reduce cognitive load, educators often divide the curriculum into:
(A) Visual, auditory, and kinesthetic domains
(B) Formative, summative, and diagnostic assessments
(C) Primary, secondary, and tertiary physical adaptations
(D) Must-know, should-know, and nice-to-know concepts

28. According to Cognitive Load Theory, reducing the "extraneous load" in adapted content means:
(A) Deliberately increasing the total number of complex academic tasks a student must execute simultaneously
(B) Removing irrelevant visual graphics and complex vocabulary that do not serve core learning concepts
(C) Completely eliminating every homework and independent practice assignment throughout the school year
(D) Requiring the student to memorize and recall extensive volumes of detailed, unstructured factual data

29. "Twice-exceptional" (2e) learners are students who:
(A) Present with two distinct, co-occurring physical or sensory disabilities requiring specialized assistance
(B) Require precisely double the standard allocated time to complete formal academic test assessments
(C) Exhibit giftedness in specific areas while concurrently having a learning, emotional, or physical disability
(D) Have been held back and retained in the exact same academic grade level for two consecutive school years

30. Consider the following strategies for enriching content for twice-exceptional (2e) learners:
I. Providing opportunities for independent study in their area of giftedness.
II. Lowering the academic expectations across all subjects uniformly.
III. Bypassing their deficit areas by allowing alternate ways to demonstrate advanced knowledge.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

31. Differentiating instruction by varying the complexity of the content based on student readiness, while keeping the core learning objective the same, is commonly achieved through:
(A) Tiered assignments
(B) Segregated schooling
(C) Elimination of assessments
(D) Strict time limits

32. Pedagogy adaptation primarily differs from content adaptation in that:
(A) Pedagogy adaptation modifies the specific

Downloaded from www.pdf.tube

(A) Accommodation changes curriculum content, whereas Modification alters physical seating arrangements
(B) Accommodation is prohibited under disability acts, whereas Modification is mandated by education law
(C) Accommodation changes how a student is assessed, whereas Modification alters what is being assessed
(D) Accommodation applies exclusively to formative tests, whereas Modification applies to final exams

68. Allowing a visually impaired student to use a braille typewriter during an examination, while answering the exact same questions as peers, is an example of:
(A) An Assessment Modification strategy
(B) A Curriculum Compacting approach
(C) Complete Exemption from evaluation
(D) An Assessment Accommodation method

69. Providing a significantly simplified question paper testing lower-grade level concepts for a 5th-grade student with severe intellectual disability is an example of:
(A) Assessment Accommodation
(B) Environmental Adaptation
(C) Assessment Modification
(D) Infrastructural Adaptation

70. A student with severe dysgraphia (writing disability) understands the science concepts perfectly but cannot write the answers legibly within the time limit. The teacher allows the student to give answers orally to a scribe. Which specific type of adaptation is this?
(A) Curriculum content modification
(B) Alternate assessment accommodation
(C) Instructional pedagogical pacing
(D) Environmental barrier removal

71. Adapting the format of a question paper for a student with a learning disability might include:
(A) Presenting text in dense unspaced paragraphs to reduce total paper page count
(B) Incorporating advanced complex vocabulary to challenge the student's reading skills
(C) Printing text using reduced font sizes to compress all content onto a single page
(D) Highlighting key instruction words and increasing space allocated for student answers

72. According to standard guidelines for assessment accommodations in India, what is the general provision regarding extra time during written examinations?
(A) 10 minutes of extra time per hour of the examination
(B) 20 minutes of extra time per hour of the examination
(C) Double the total examination time
(D) No extra time is legally permitted

73. The rationale for providing extra time in assessments to a student with Cerebral Palsy is to compensate for:
(A) Deficits in subject-matter knowledge and academic preparation
(B) Inability to independently read or comprehend exam questions
(C) Slow processing speed and impaired fine motor coordination for writing
(D) General lack of intrinsic motivation and interest in the subject

NODIA

74. Which of the following professionals is generally eligible to act as a scribe (amanuensis) for a Child with Special Needs (CWSN) in board examinations?
(A) An individual meeting board qualification criteria lower than the candidate to prevent unfair advantage
(B) The primary subject teacher who currently instructs the student in that specific examination course
(C) A fellow student who is currently enrolled in the exact same grade level or higher than the candidate
(D) The school principal or chief administrative officer presiding over the examination test center

75. Consider the following statements regarding alternate modes of assessment:
I. Portfolio assessment relies on a collection of student work over time rather than a single test score.
II. Oral assessments are inappropriate for students who have severe writing difficulties but good verbal skills.
III. Practical or performance-based assessments allow students to demonstrate skills through doing rather than writing.
Which of the statements given above are correct?
(A) I and II only
(B) I and III only

59. When selecting adapted materials for a 15-year-old student with severe intellectual disability functioning at a 4-year-old cognitive level, the most important selection criterion regarding dignity and respect is:
(A) Ensuring the materials are highly expensive, technologically advanced, and newly manufactured
(B) Selecting materials identical to those used by 4-year-old preschool children in early childhood centers
(C) Choosing materials that focus strictly on abstract theoretical concepts without practical visuals
(D) Selecting age-appropriate materials that are cognitively simplified to prevent infantilization

60. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Multisensory teaching materials significantly benefit students with specific learning disabilities like dyslexia.
Reason (R): Multisensory inputs engage multiple neural pathways simultaneously, reinforcing memory, attention, and comprehension.
In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

61. When adapting materials for a child with poor fine motor skills (e.g., in Cerebral Palsy), which of the following is the most suitable writing adaptation?
(A) Standard thin lead pencils without extra support
(B) Traditional fountain pens requiring precise pressure
(C) Pencils with thick rubber grips or adaptive keyboards
(D) Fine-tipped watercolors and thin artist paintbrushes

62. Which of the following is an effective material adaptation to help students with Learning Disabilities organize their thoughts before writing an essay?
(A) A plain blank sheet of unruled paper
(B) A comprehensive dictionary of complex terms
(C) A digital stopwatch to monitor writing speed
(D) A graphic organizer or mind-mapping template

63. Graphic organizers serve as an effective material adaptation primarily by:
(A) Providing a visual framework to map concept relationships and structure ideas
(B) Completely removing any requirement for the student to read written textbook text
(C) Automatically translating standard written English text into regional sign language
(D) Having a teacher or peer continuously dictate the written text aloud to the student

64. When evaluating digital materials for accessibility, WCAG stands for:
(A) World Curriculum Adaptation Guidelines
(B) Web Content Accessibility Guidelines
(C) Whole Child Assessment Goals
(D) Written Content Alignment Graph

65. Consider the following criteria for selecting adapted materials for Children with Special Needs (CWSN):
I. Relevance to the student's individualized educational goals.
II. Sensory appropriateness for the child's disability profile.
III. Durability and safety, especially for students with severe behavioral issues.
IV. Brand name and high market cost.
Which of the above are valid criteria?
(A) I, II, and IV only
(B) II, III, and IV only
(C) I, II, and III only
(D) I, III, and IV only

66. Assessment adaptation in inclusive education primarily aims to:
(A) Fairly enabling students to show knowledge without disability barriers
(B) Guaranteeing that the student achieves the highest competitive rank in class
(C) Permanently lowering academic rigor and overarching educational standards
(D) Completely exempting the student from undergoing any educational evaluation

67. The critical difference between an "Accommodation" and a "Modification" in assessment is:

Click Here to Buy book on Flipkart

84. The use of grading rubrics adapted for Children with Special Needs (CWSN) is beneficial because it:
(A) Conceals authentic academic performance levels from parents and school administrators
(B) Guarantees that all enrolled students earn identical grades regardless of demonstrated effort
(C) Unintentionally increases extraneous cognitive load and anxiety for the assessed student
(D) Offers clear descriptive criteria for success instead of relying on a single numerical score

85. A general education teacher and a special education teacher collaboratively plan a science lesson. They decide to use a 3D model of a plant cell for a blind student, while the rest of the class uses a 2D diagram. This specific intervention represents:
(A) Content simplification
(B) Assessment modification
(C) Materials adaptation
(D) Infrastructural adaptation

86. Which of the following best differentiates 'curriculum accommodation' from 'curriculum modification'?
(A) Accommodation modifies core learning standards, whereas Modification maintains uniform expectations
(B) Accommodation provides equal curriculum access, whereas Modification alters complexity or content
(C) Accommodation applies strictly to physical impairments, whereas Modification applies to sensory needs
(D) Accommodation and Modification are identical concepts defined interchangeably within educational law

87. Under the National Education Policy (NEP) 2020 framework, the emphasis on assessment for Children with Special Needs (CWSN) is shifted towards:
(A) Heavy reliance on rote memorization skills and traditional high-stakes board examinations
(B) Mandatory testing in isolated segregated facilities managed strictly by medical boards
(C) Standardized intelligence quotient testing serving as the sole evaluation criterion
(D) Equitable, formative, and holistic assessment utilizing flexible tracking methodologies

88. "Time extensions, frequent breaks, and testing in multiple short sessions" are assessment adaptations primarily aimed at alleviating barriers related to:
(A) Fatigue, poor sustained attention, or physical limitations
(B) High intellectual giftedness and rapid task completion
(C) General lack of personal interest or subject motivation
(D) Specific auditory processing delays and hearing deficits

89. A student with profound intellectual disability is learning to sort objects by color while his peers are learning fractions. This difference in learning objectives represents:
(A) Pedagogical adaptation
(B) Assessment accommodation
(C) Content modification
(D) Environmental adaptation

90. Consider the following environmental adaptations:
I. Installing anti-glare screens on computers.
II. Replacing flickering tube lights.
III. Ensuring uniform lighting without sharp shadows.
These adaptations are most critical for students with:
(A) Visual Impairment (Low Vision)
(B) Intellectual Disability
(C) Orthopedic Impairment
(D) Specific Learning Disability

91. When adapting the curriculum environment, the concept of the "Least Restrictive Environment" (LRE) dictates that:
(A) Children with Special Needs (CWSN) must always be enrolled in separate special schools to receive maximum support
(B) The classroom physical environment should operate without formal rules or boundaries
(C) All learning and instructional materials must be converted into fully digital formats
(D) Children with Special Needs (CWSN) should be educated alongside non-disabled peers to the maximum extent feasible

92. The "Physical Environment" encompasses the structural and spatial layout, whereas the "Social Environment" encompasses:
(A) Physical factors like lighting quality, room temperature, and acoustic properties

Downloaded from www.pdf.tube

(B) Attitudes, interactions, and the inclusive culture shared among peers and staff
(C) Material resources like printed textbooks, student worksheets, and smartboards
(D) Administrative framework elements like curriculum syllabus and grading rubrics

93. A sociogram can be used by an inclusive teacher to assess and adapt the:
(A) Spatial organization and physical layout of classroom desks
(B) Overall acoustic reverberation time and noise levels of the room
(C) Social dynamics, peer relationships, and isolation in the classroom
(D) Individual oral reading fluency and decoding speed of students

94. During a physical education class, the teacher adapts the rules of volleyball by allowing a student with mobility impairment to catch the ball instead of volleying it. This is an example of:
(A) Environmental adaptation applied in the affective domain
(B) Content simplification implemented in the cognitive domain
(C) Structural infrastructural adaptation of physical spaces
(D) Pedagogical adaptation implemented in the psychomotor domain

95. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Tactile maps are essential curriculum materials for teaching geography to students with severe visual impairment.
Reason (R): Visual impairment restricts the cognitive understanding of spatial concepts unless they are accessed through touch or kinesthetic feedback.
In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

96. "Realia" is an effective material adaptation. What does it refer to?
(A) Theoretical abstract mathematical equations presented in complex textbook formulations
(B) Real-life concrete objects utilized to link abstract concepts to tangible experiences
(C) Specialized digital software designed specifically for converting speech into text formats
(D) Mandatory legislative acts and statutory mandates enforcing inclusive school education

NODIA

97. If a student requires "alternate format" materials, which of the following is NOT an alternate format?
(A) A Braille textbook
(B) A standard printed paperback textbook
(C) An Audiobook
(D) A digital text file compatible with a screen reader

98. "Curriculum Compacting" is a content adaptation strategy most frequently used for:
(A) Gifted and twice-exceptional learners who have already mastered core basic content
(B) Students with profound intellectual disabilities requiring functional life skill training
(C) Students with severe hearing impairments who communicate primarily through sign language
(D) Students with locomotor physical disabilities participating in adapted physical education

99. Which of the following is the most appropriate way to adapt a multi-step written assignment for a student with a learning disability affecting executive function?
(A) Issue the multi-step written assignment without enforcing any submission deadlines
(B) Increase the total length and scope of the writing task to build cognitive endurance
(C) Break the assignment into smaller steps with separate deadlines and a task checklist
(D) Completely exempt the student from attempting any portion of written assignments

100. A primary school teacher notices that a student with ADHD struggles to sit still during storytime on the floor. The teacher provides the student with a weighted lap pad and a designated taped square on the carpet. Which type of adaptation has been implemented?
(A) Content and assessment modification strategy
(B) Academic grading and evaluation adaptation

STUDYING FROM PDFs?

THINK AGAIN.

If you are studying only from PDFs,
you are wasting valuable time.

Research shows that learning from

PRINTED BOOKS has up to

4× HIGHER RETENTION

than studying from screens.

PRINT BOOK = BETTER MEMORY

PDF = LOWER RETENTION

Those who study from **PRINTED BOOKS**
move **AHEAD.**

Others are left **BEHIND**
in competition.

In competitive exams,
being average is not enough.

STAY ONE STEP AHEAD.

(C) Total exemption from core curriculum goals
(D) Physical and sensory environment adaptation

101. Integrating Universal Design for Learning (UDL) at the curriculum planning stage minimizes the need for:
(A) Implementing routine formative classroom assessment strategies
(B) Conducting specialized and continuous teacher training workshops
(C) Developing retroactive individual adaptations and accommodations later
(D) Facilitating active and continuous parental involvement in schools

102. When using pedagogical adaptations for a student who is deafblind, the most effective mode of communication involves:
(A) Delivering loud verbal spoken instructions
(B) Utilizing tactile sign language or Tadoma
(C) Presenting large-print visual flashcards
(D) Playing standard audio sound recordings

103. "Total Communication" as an adapted pedagogical approach for Hearing Impairment implies:
(A) Exclusively utilizing oral speech delivery and lip-reading techniques during classroom instruction
(B) Exclusively utilizing Indian Sign Language without any spoken or written language integration
(C) Communicating entirely through digital text messaging and electronic screen display devices
(D) Combining speech, sign language, lip-reading, gestures, and written text simultaneously

104. Which of the following best describes "Tiered Assignments" in content adaptation?
(A) Offering tasks at varying complexity levels while keeping the core learning objective uniform
(B) Assigning differential grades based on socio-economic background or classification
(C) Physically arranging student seating desks into tiered vertical steps across the room
(D) Sequentially distributing academic assignments across multiple different school years

105. Consider the following steps in creating tactile graphics for a visually impaired student:
I. Keeping the tactile diagram simple and avoiding excessive clutter.
II. Using different textures to represent different colors or areas.
III. Ensuring the tactile map exactly replicates every minute visual detail of the standard map.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

106. When evaluating the "cost-effectiveness" of adapted materials in a resource-constrained government school setting, a special educator should prioritize:
(A) Developing low-cost, no-cost materials using locally available resources
(B) Importing highly expensive high-tech digital assistive devices from abroad
(C) Delaying all adaptations until substantial government funding is received
(D) Mandating that parents independently purchase all required adapted materials

107. Adapting a multiple-choice question paper for a student with cognitive delays might involve:
(A) Expanding the test item by increasing option distractors to six
(B) Formulating distractors so they appear logically identical to students
(C) Completely removing the core question stem from the evaluation item
(D) Reducing total option distractors from four down to two or three

108. An adapted assessment for a student with Dyscalculia in a high school Physics exam would most appropriately include:
(A) Assigning a scribe who actively solves all mathematical equations for the candidate
(B) Provision of a basic calculation device and a standard subject formula reference sheet
(C) Granting a total exemption from taking the high school Physics examination course
(D) Granting extra examination time specifically for drawing complex physics diagrams

109. An Individualized Education Programme (IEP) document typically outlines specific adaptations required for the student in:
(A) Physical environment and instructional pedagogy only
(B) Classroom learning materials and evaluation

Click Here to Buy book on Amazon

assessment only
(C) Curriculum, environment, pedagogy, materials, and assessment
(D) Medical treatment protocols and surgical rehabilitation only

110. Consider the following statements regarding legal provisions for inclusive education for Children with Special Needs (CWSN) in examinations:
I. Scribe facility is provided free of cost by the board if the student cannot arrange one.
II. CWSN are entitled to compensatory time in board examinations.
III. The District Education Officer (DEO) or equivalent authority must certify the need for a scribe based on the medical certificate.
IV. Only students with a minimum of 40% benchmark disability are eligible for these statutory accommodations.
Which of the above statements are correct?
(A) I, II, and III only
(B) II, III, and IV only
(C) I, III, and IV only
(D) I, II, III, and IV

111. The term "Universal Design" originated in which field before being adapted into "Universal Design for Learning" in education?
(A) Architecture and physical environment design
(B) Medical practice and clinical rehabilitation
(C) Software engineering and computer programming
(D) Experimental research in behavioral psychology

112. The "fringe vocabulary" on an adapted AAC (Augmentative and Alternative Communication) device contains words that are:
(A) Vocabulary words used with high frequency across all daily social settings and contexts
(B) Words specific to particular academic topics, subjects, or specialized environments
(C) Unstructured speech fillers and meaningless vocalizations lacking functional intent
(D) Specialized signs and symbols that can only be interpreted and understood by teachers

113. A special educator dims the fluorescent lights in the classroom and uses natural lighting to help a student with autism who has sensory processing sensitivity. This is an adaptation of the:
(A) Curriculum content
(B) Sensory environment
(C) Formative assessment
(D) Summative assessment

114. Why is the "pace of instruction" considered a crucial pedagogical adaptation for students with specific learning disabilities (SLD)?
(A) Students with SLD have processing speed differences, requiring more time to encode information
(B) Students with SLD have profound intellectual disabilities, requiring a uniformly slow pace
(C) Students with SLD require an extremely rapid instructional pace to prevent classroom boredom
(D) Instructional pace must be modified to correspond directly with their physical walking speed

115. During a reading comprehension test, a teacher allows a student with severe dyslexia to listen to the passage via text-to-speech software and answer questions orally. The learning objective is "comprehending narrative text." This is an example of:
(A) Completely invalidating the scientific legitimacy and standard reliability of test results
(B) Implementing an assessment modification that substantially lowers target learning standards
(C) Providing an assessment accommodation that bypasses decoding while testing comprehension
(D) Demonstrating an instructional pedagogical failure in maintaining uniform test administration

116. "Chaining" is a pedagogical strategy often used alongside task analysis. "Backward chaining" involves:
(A) Teaching the first step of a task independently, after which the teacher completes all remaining steps
(B) Explicitly instructing the student on how to physically walk backwards during movement therapy sessions
(C) Applying formal behavioral punishment whenever a student fails to recall a specific step in a chain
(D) Completing all initial task steps for the student, prompting them to perform only the final step

NODIA

117. When writing on the blackboard for a class that includes a student with hearing impairment, a teacher's pedagogical adaptation should be to:
(A) Speaking at a high volume while keeping their back turned toward the class facing the board
(B) Turning off all artificial lights to enhance the visual contrast of chalk on the blackboard
(C) Writing instructions down, then facing the class before speaking so lips remain visible
(D) Delivering verbal explanations at a very rapid pace to finish the board presentation quickly

118. Adapting the curriculum by embedding "functional academics" is most appropriate for:
(A) A student identified with high academic giftedness and advanced intellectual capabilities
(B) A student with moderate to severe intellectual disability transitioning to adulthood
(C) A student with mild orthopedic impairment who follows the standard academic curriculum
(D) A student with a mild speech articulation error who receives regular speech therapy

119. A "Resource Room" in a mainstream inclusive school serves as an environmental adaptation by providing:
(A) A permanent segregated classroom where Children with Special Needs (CWSN) spend their entire academic day in isolation
(B) A storage facility used exclusively for housing broken school furniture and unused materials
(C) A purely recreational leisure room designed without any formal academic or therapeutic purpose
(D) A specialized pull-out setting where Children with Special Needs (CWSN) receive targeted remedial instruction or therapy

120. Consider the following guidelines for using a scribe during examinations:
I. The scribe should accurately transcribe what the student dictates without making unprompted grammatical corrections.
II. The scribe is permitted to explain the meaning of complex questions to the student.
III. The examining body should allow the student to meet the scribe a day or two before the exam to build rapport.
Which of the statements given above are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II, and III

121. "Curriculum overlapping" occurs when a student with severe disabilities participates in the same activity as peers but has entirely different learning goals. Which type of adaptation is this?
(A) Environmental adaptation
(B) Pedagogy adaptation
(C) Content modification
(D) Assessment accommodation

122. In the context of assessment adaptations, what does "CBM" stand for?
(A) Curriculum-Based Measurement
(B) Cognitive Behavior Modification
(C) Content-Based Materials
(D) Child Baseline Monitoring

123. Curriculum-Based Measurement (CBM) is preferred as an assessment adaptation because it:
(A) It serves as a comprehensive, multi-hour standardized IQ assessment battery
(B) It requires several extended hours of administration time for each test session
(C) It assesses non-academic behavioral traits rather than core academic achievement
(D) It provides brief, frequent assessments of basic skills tied to the curriculum

124. When modifying the grading criteria for a student with a severe disability, the grade assigned typically reflects:
(A) Comparative performance rank measured against non-disabled class peers
(B) Progress and effort made relative to individualized IEP targets
(C) Aggregated national average scores reported for that disability category
(D) Results obtained exclusively on the formal final annual examination paper

125. A teacher observes that a student with Autism covers his eyes when the classroom uses a projector. The teacher provides the student with a printed version of the slides and allows him to turn his desk away from the screen. This is an integration of:
(A) Pedagogical and social adaptations
(B) Assessment and grading adaptations
(C) Material and sensory environment

Downloaded from www.pdf.tube

ANSWERS

1. (B) Modifying physical, social, or sensory surroundings to enable independent access and learning

Environmental adaptation in an inclusive classroom involves making deliberate modifications to the physical, social, or sensory surroundings. These adjustments aim to eliminate environmental barriers, thereby allowing students with special educational needs to navigate the classroom independently, access instructional materials effectively, and actively participate in all learning activities alongside their non-disabled peers.

2. (A) It removes external structural barriers, enabling the child to direct cognitive focus toward learning

Removing external structural and physical barriers is a fundamental prerequisite for effective learning in children with special needs. When physical obstacles and environmental stressors are eliminated, students do not expend unnecessary energy on physical navigation or sensory discomfort. Consequently, they can fully direct their cognitive resources and attention toward academic tasks and skill acquisition.

3. (A) I and II only

Proper room layout for children with special needs requires maintaining clear, unobstructed pathways so wheelchair users can move safely and independently. Additionally, activity centers must be demarcated with distinct visual and tactile boundaries to assist spatial orientation. Cluttering desks closely together restricts mobility and creates physical barriers, making it an inappropriate classroom arrangement strategy.

4. (D) Barrier-Free Environment (BFE)

Removing physical obstacles inside educational institutions directly aligns with the concept of a Barrier-Free Environment. This principle mandates the removal of architectural, structural, and physical impediments in school infrastructure. Creating such an environment ensures that individuals with diverse physical and motor abilities can access classrooms, facilities, and learning spaces safely and independently.

5. (C) A is true but R is false

Eliminating physical barriers in school infrastructure is essential for empowering students with locomotor disabilities to access facilities independently. However, the principles of Universal Design are broad and apply not only to physical architecture, but also to instructional materials, pedagogical methods, assessments, and digital technology, making the restriction to architectural modifications incorrect.

6. (B) Sitting in the front row, directly facing the teacher whose face remains well-illuminated

Students with profound hearing impairment who rely on lip-reading require clear, unobstructed visual access to the speaker's face. Seating the student in the front row directly facing the teacher ensures an optimal viewing distance. Adequate facial illumination prevents shadows, enabling accurate visual reception of lip movements, facial expressions, and non-verbal communication cues.

7. (D) Seating the student where blackboard glare is minimized and lighting is adequate

Appropriate classroom seating for students with low vision requires managing visual conditions to maximize functional sight. Placing the student where glare from blackboards or windows is minimized prevents visual fatigue and discomfort. Adequate, uniform lighting without harsh shadows ensures that instructional materials and board writing remain clearly legible and accessible for the student.

8. (B) I, II, and IV only

Seating adaptations for students with Attention Deficit Hyperactivity Disorder focus on minimizing distractions and supporting self-regulation. Positioning the student near the teacher aids focus, while seating away from doors prevents visual distractions. Providing dynamic seating options like cushions allows controlled movement. However, rigid fixed seating without flexibility hinders adaptation to different learning contexts.

NODIA

until the desired target response is performed
(B) Systematically reinforcing successive approximations of a targeted behavior or skill
(C) Providing a continuous physical mold or manual guide to physically hold the student's hand
(D) Completely ignoring the student until they spontaneously and independently perform the skill

135. Consider the following adaptations for continuous assessment under the National Education Policy (NEP) 2020:
I. Shift from summative rote-learning assessments to formative, competency-based assessments.
II. Introduction of a 360-degree multidimensional report card.
III. Use of AI-based software to track the progress of Children with Special Needs (CWSN).
Which of the statements given above represent actual recommendations aligned with NEP 2020?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

136. When designing an adapted worksheet for a child with poor visual tracking skills (often seen in SLD), a teacher should:
(A) Use a reading window to isolate a single line of text at a time
(B) Reduce font size significantly to force the child to focus harder
(C) Arrange all written text into a single un-paragraphed dense block
(D) Print the reading worksheet content using low-contrast light gray ink

137. Which of the following is NOT an acceptable rationale for adapting the curriculum content for a Child with Special Needs (CWSN)?
(A) To align the learning expectations with the student's cognitive capabilities
(B) To reduce extraneous cognitive load and frustration
(C) To lower the teacher's workload because CWSN are too difficult to teach
(D) To ensure the student achieves meaningful, functional educational outcomes

138. In the context of environmental adaptations, what is meant by "acoustic reverberation"?
(A) Sound persistence in closed spaces that impairs speech intelligibility for HI students
(B) The overall intensity and glare level of artificial illumination fixtures in the room
(C) The structural physical spacing and spatial arrangements maintained between desks
(D) The high visual color contrast ratio maintained between classroom walls and floors

139. If an examining authority allows a student with severe Cerebral Palsy to dictate answers to a scribe, but the subject is Mathematics which requires drawing geometric figures, what additional adaptation is generally provided?
(A) Automatically awarding full marks to the candidate for all visual geometric drawing questions
(B) Requiring the student to draw geometric figures independently regardless of physical impairment
(C) Completely replacing all geometric math questions with non-visual history narrative questions
(D) Allowing the scribe to draw figures based strictly on detailed verbal steps from the student

140. A teacher is teaching fractions. For the class, she writes numeric fractions on the board (e.g., 1/2, 1/4). For a student with a moderate intellectual disability, she provides a physical pizza model cut into slices and asks the student to hand her "half of the pizza." This scenario is a clear demonstration of:
(A) Providing advanced content enrichment tailored specifically for twice-exceptional gifted learners
(B) Converting abstract pedagogical delivery into concrete, manipulative-based instruction
(C) Reorganizing and modifying the structural layout of the physical classroom learning environment
(D) Designing and implementing an alternate multi-modal framework for summative student assessment

****

Click Here to Buy book on Flipkart

adaptations
(D) Infrastructural and physical environment adaptations

126. "Peer tutoring" serves as a pedagogical adaptation primarily by:
(A) Significantly reducing overall institutional budget allocations for hiring special educators
(B) Completely replacing the professional necessity for a qualified subject-matter teacher in class
(C) Formally guaranteeing that Children with Special Needs (CWSN) will successfully pass all standardized final examinations
(D) Providing structured academic support while fostering social inclusion and mutual self-esteem

127. The concept of "fading" a prompt is essential in special education pedagogy to prevent:
(A) Prompt dependency, promoting independent skill execution
(B) Physical exhaustion and burnout of the special educator
(C) The statutory requirement for developing a formal IEP
(D) Social isolation and withdrawal of the child in class

128. A student with fine motor challenges uses a "slant board" placed on their desk to make writing easier. A slant board is an example of:
(A) A pedagogical instruction adaptation
(B) A material or assistive device adaptation
(C) A structural infrastructural adaptation
(D) An assessment content modification

129. If an inclusive classroom features adjustable-height desks, this is an adaptation primarily designed for students with:
(A) Students presenting with Speech and Language disorders
(B) Students with orthopedic impairments and wheelchair users
(C) Students diagnosed with specific learning disabilities
(D) Students coping with profound auditory hearing impairments

130. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): A student with mild intellectual disability can be assessed using an adapted grading system based on their IEP goals rather than standardized class norms.
Reason (R): Standardized norm-referenced tests provide the most accurate and equitable assessment of academic progress for all Children with Special Needs (CWSN).
In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

131. When prioritizing content using the "Core vs. Fringe" concept in curriculum adaptation, "Core content" represents:
(A) Optional extracurricular activities and non-academic enrichment tasks
(B) Highly complex theoretical concepts and abstract textbook formulations
(C) Fundamental concepts and skills essential for subject comprehension
(D) Supplementary historical trivia and non-essential background details

132. The requirement to ensure that Children with Special Needs (CWSN) are provided with "accessible formats" of books and learning materials is legally backed by which international convention ratified by India?
(A) The Geneva Convention on International Humanitarian Standards
(B) The Kyoto Protocol Framework on Environmental Sustainability
(C) The Paris Agreement on International Climate Action Standards
(D) The UN Convention on the Rights of Persons with Disabilities

133. Adapting an assignment by allowing a student to create a diorama or poster instead of writing a 500-word essay aligns with which Universal Design for Learning (UDL) principle?
(A) Multiple means of representation
(B) Multiple means of engagement
(C) Multiple means of expression
(D) Multiple means of environment

134. "Shaping" is a behavioral and pedagogical strategy that involves:
(A) Punishing every incorrect student response

NODIA

9. (C) To reduce background noise and reverberation, aiding students with hearing or auditory processing issues
Acoustic adaptations such as sound-absorbing wall panels, rubber caps on chair legs, and carpets reduce ambient noise levels and sound reverberation within the classroom. Controlling sound reflection significantly improves speech clarity, enabling students with hearing impairments or auditory processing difficulties to hear teacher instruction clearly without interference from ambient background noise.

10. (A) Sensory environment adaptation
Students on the autism spectrum frequently experience sensory hypersensitivity, causing extreme discomfort from repetitive mechanical sounds like humming air conditioners. Relocating the desk to a quieter classroom area directly modifies the sensory input of the physical space. This environmental adaptation reduces sensory overload, lowers anxiety levels, and helps the student focus on learning.

11. (D) Providing adjustable window blinds and permitting the student to wear tinted lenses
Albinism is frequently accompanied by severe photophobia, an extreme sensitivity to bright light that causes ocular discomfort and visual impairment. Installing adjustable window blinds allows control over incoming natural light, while wearing tinted lenses protects the eyes from harsh illumination. These combined environmental modifications create a manageable visual setting suited to the learner.

12. (B) Reducing ambient classroom noise while using an FM amplification system for the teacher
Auditory figure-ground discrimination difficulties make it challenging for learners to isolate a primary voice from background noise. Minimizing ambient noise through soundproofing techniques reduces acoustic interference. Utilizing a wireless FM amplification system transmits the teacher's voice directly to the student's receiver, significantly enhancing the signal-to-noise ratio and improving auditory comprehension.

13. (C) 1:12
Accessibility guidelines and standards under the Rights of Persons with Disabilities framework specify a maximum slope gradient of 1:12 for wheelchair ramps in educational buildings. This gentle incline ensures that individuals using manual or motorized wheelchairs can navigate elevation changes independently and safely without encountering dangerous steepness or requiring excessive physical exertion.

14. (D) Persons with visual impairment
Tactile ground surface indicators consist of raised warning blocks with dots and directional blocks with lines. Installed along pathways, corridors, and near staircases, these textured surfaces provide physical tactile feedback through footwear or white canes. This environmental adaptation allows individuals with visual impairments to navigate school facilities safely, independently, and effectively.

15. (B) II and III only
Accessible washrooms for students with special needs must feature grab bars adjacent to toilet seats for support during transfers, along with lower washbasins equipped with lever-type taps for easy operation. Doors should open outward or slide rather than open inward, as inward-opening doors restrict internal maneuvering space and block emergency assistance access.

16. (B) Signage and wayfinding adaptation
Signage and wayfinding adaptations involve installing clear visual pictograms, high-contrast color schemes, and tactile braille labels on doors and corridors. These multi-sensory environmental indicators assist students with diverse visual, cognitive, or reading abilities in navigating school grounds independently, identifying room locations accurately, and developing spatial orientation across the educational facility.

17. (B) Fostering a culture where mistakes are learning opportunities and bullying is strictly addressed
A psychologically safe classroom climate focuses on the emotional and social environment of the learning space. It is established by encouraging open communication, treating mistakes as natural steps in the learning process, and enforcing strict zero-tolerance policies against bullying. This supportive culture reduces anxiety and fosters active participation for all students.

18. (A) Implementing a rotating peer-buddy system and cooperative learning tasks
Promoting meaningful peer relationships for a student with physical disabilities is best achieved through structured cooperative learning and a

NODIA

rotating peer-buddy system. These strategies encourage positive social interactions, collaborative problem-solving, and mutual empathy among classmates. Rotating buddies prevents dependency on a single peer while cultivating widespread acceptance and genuine belonging across the classroom community.

19. (C) Modifying core curricular content through simplification, prioritization, or alternative formats
Content adaptation refers to adjusting what is taught to align with a student's cognitive capabilities, learning needs, and educational goals. It involves simplifying complex concepts, prioritizing essential learning outcomes, or presenting information through alternate formats. These curricular modifications ensure that educational content remains accessible, meaningful, and achievable without compromising key learning targets.

20. (D) Reducing content load and prioritizing essential core learning concepts
When working with students who have cognitive delays, teachers adapt content by narrowing the scope of the lesson. Focusing on key figures and fundamental facts rather than intricate details streamlines the learning material. This strategy reduces cognitive overload while ensuring the student masters the core concepts of the curriculum at an appropriate level.

21. (C) Academic rigor and age-appropriateness
Simplifying curriculum content for learners with cognitive delays requires maintaining a careful balance between instructional accessibility and age-appropriate academic rigor. Educators must avoid oversimplification that infantilizes the student or removes meaningful intellectual challenges. Adapted content should reflect grade-level topics while adjusting complexity to match the student's cognitive readiness and functional learning goals.

22. (B) Segmenting complex information into small, manageable units for easier cognitive processing
Chunking is a cognitive strategy used in content adaptation that involves breaking down large volumes of complex information into smaller, logically organized units. By presenting information in bite-sized segments, teachers prevent cognitive overload, facilitate working memory processing, and help students with learning difficulties encode, retain, and recall instructional material more effectively.

23. (D) Known to unknown, concrete to abstract
Effective instructional sequencing in special education progresses systematically from the known to the unknown and from concrete to abstract concepts. Beginning with familiar experiences and tangible, real-world objects builds a solid foundation. Once basic understanding is established, educators gradually introduce unfamiliar concepts and higher-level abstract ideas, supporting effective cognitive development.

24. (A) Alternate format for content
Converting standard printed textbook text into Braille represents a material content adaptation using an alternate format. This modification provides tactile access to identical curricular information for students with complete visual impairment. Presenting print in Braille ensures that learners can independently read, process, and engage with academic texts alongside their sighted peers.

25. (A) Both A and R are true and R is the correct explanation of A
A positive social environment significantly minimizes behavioral outbursts in students with Autism Spectrum Disorder by providing emotional security. Predictable classroom routines, clear expectations, and empathetic peer acceptance reduce environmental anxiety and sensory stress. Consequently, these supportive conditions directly facilitate self-regulation, enabling autistic learners to maintain emotional balance and engage constructively in classroom activities.

26. (A) A recorded audio podcast summarizing the main concepts of a science topic
Audio alternate formats present educational content through spoken sound rather than written text. A recorded audio podcast summarizing science topics allows students with visual impairments or reading disabilities to access information through the auditory channel. This adaptation bypasses visual decoding barriers while ensuring direct access to identical subject concepts and ideas.

Downloaded from www.pdf.tube

27. (D) Must-know, should-know, and nice-to-know concepts
Curriculum prioritization categorizes instructional content into must-know, should-know, and nice-to-know categories to manage cognitive load. Must-know concepts represent essential core ideas required for fundamental subject mastery. By focusing primary instructional time and effort on these core elements, educators ensure that students with learning challenges gain meaningful understanding without becoming overwhelmed by non-essential details.

28. (B) Removing irrelevant visual graphics and complex vocabulary that do not serve core learning concepts
Cognitive Load Theory highlights that extraneous cognitive load stems from poorly designed instructional materials containing unnecessary clutter. Minimizing extraneous load involves eliminating decorative graphics, irrelevant details, and overly complex language that do not support main learning objectives. Removing these distractions allows students to dedicate mental energy entirely to processing essential educational content.

29. (C) Exhibit giftedness in specific areas while concurrently having a learning, emotional, or physical disability
Twice-exceptional learners are students who possess high intellectual ability or special talents in specific domains while simultaneously experiencing one or more learning, emotional, sensory, or physical disabilities. Supporting twice-exceptional students requires a dual educational approach that offers advanced intellectual enrichment in areas of strength while providing targeted accommodations for areas of deficit.

30. (C) I and III only
Enriching content for twice-exceptional learners involves providing independent study opportunities in their areas of strength and allowing alternative output modes to bypass deficit areas. Uniformly lowering academic expectations across all subjects is inappropriate because it fails to nurture their high intellectual potential and demotivates the student in areas where they excel.

NODIA

31. (A) Tiered assignments
Tiered assignments represent a core differentiated instruction strategy where tasks are designed at varying levels of complexity, depth, or support based on student readiness. While all students work toward the same fundamental learning objective, the complexity of content or nature of the task is adjusted, ensuring appropriate academic challenge for every learner.

32. (B) Pedagogy adaptation alters instructional delivery methods, whereas content adaptation modifies the targeted learning material
Pedagogy adaptation focuses on altering the instructional techniques, teaching strategies, and delivery methods educators use to facilitate learning. In contrast, content adaptation modifies the actual subject matter, learning goals, or scope of the curriculum. While pedagogy changes how instruction is delivered, content adaptation changes what specific knowledge or skill is taught.

33. (B) Utilizing concrete, multi-sensory instruction paired with task analysis and regular repetition
Students with intellectual disabilities learn most effectively through concrete, multi-sensory pedagogical strategies. Breaking complex tasks into discrete steps via task analysis, providing tangible learning aids, and offering frequent practice opportunities reinforce understanding. This structured approach accommodates processing differences, builds functional skill retention, and supports steady learning progress in inclusive educational settings.

34. (A) Visual aids, sign language, and written instructions
Teaching students with profound hearing impairment requires prioritizing visual communication channels to convey instructional content effectively. Utilizing visual aids, graphic organizers, written instructions, and sign language compensates for auditory deficits. These visual strategies ensure that learners receive clear, accessible information, facilitating active comprehension and classroom participation without relying on acoustic input.

35. (C) Task analysis
Task analysis is a foundational pedagogical adaptation in special education involving the systematic breakdown of a complex skill or activity into small, sequential teachable steps.

satisfactory progress in general classrooms even with supplementary aids.

92. (B) Attitudes, interactions, and the inclusive culture shared among peers and staff
While the physical environment involves architectural layout, lighting, and acoustics, the social environment encompasses social interactions, attitudes, peer relationships, and the overall culture of inclusion within the school. Cultivating a positive social environment promotes empathy, acceptance, mutual respect, and active social participation for all learners.

93. (C) Social dynamics, peer relationships, and isolation in the classroom
A sociogram is a graphic visual tool used by educators to map social interactions, peer preferences, friendship patterns, and social isolation within a group. In inclusive classrooms, sociograms help teachers assess social dynamics, identify isolated students with special needs, and structure cooperative peer groups to promote social inclusion.

94. (D) Pedagogical adaptation implemented in the psychomotor domain
Modifying game rules during physical education, such as allowing a mobility-impaired student to catch a volleyball instead of volleying it, represents a pedagogical adaptation within the psychomotor domain. This modification adjusts physical execution demands, enabling active student participation, motor skill development, and social inclusion during athletic activities.

95. (A) Both A and R are true and R is the correct explanation of A
Tactile maps are essential instructional materials for teaching geography to severely visually impaired students. Because visual impairment limits visual spatial perception, tactile graphics allow learners to explore landforms and boundaries through touch. Tactile feedback translates visual spatial information into accessible physical representations, supporting accurate spatial understanding.

96. (B) Real-life concrete objects utilized to link abstract concepts to tangible experiences
Realia refers to real-life concrete objects brought into the classroom to connect abstract curricular concepts with tangible experiences. Utilizing realia provides multi-sensory, concrete learning opportunities, helping students with special educational needs, cognitive delays, or sensory impairments understand and anchor new academic vocabulary and complex ideas effectively.

97. (B) A standard printed paperback textbook
An alternate format provides instructional materials through non-standard modes to accommodate sensory or cognitive accessibility needs. Braille books, audiobooks, and screen-reader compatible digital text files are standard alternate formats. A standard printed paperback textbook represents the conventional unadapted format, which presents accessibility barriers for visually impaired learners.

98. (A) Gifted and twice-exceptional learners who have already mastered core basic content
Curriculum compacting is a content adaptation strategy designed for gifted and twice-exceptional learners. It involves pre-assessing student knowledge to eliminate already mastered curriculum material. The time saved is redirected toward advanced enrichment projects, independent research, or targeted support in areas of deficit, keeping high-ability students intellectually engaged.

99. (C) Break the assignment into smaller steps with separate deadlines and a task checklist
Students with learning disabilities affecting executive function struggle with planning, organization, and task initiation. Adapting multi-step assignments by segmenting tasks into smaller components, assigning separate interim deadlines, and providing visual checklists scaffolds executive functioning, guiding students to complete complex writing projects systematically without becoming overwhelmed.

100. (D) Physical and sensory environment adaptation
Providing a weighted lap pad and defining a designated seating boundary on the carpet for a student with ADHD represents a sensory and physical environment adaptation. Deep pressure input from weighted pads provides calming proprioceptive feedback, while visual floor boundaries organize physical space, helping the student maintain focus and body control.

Click Here to Buy book on Amazon

strategies match the student's specific sensory and cognitive profile without introducing new obstacles. Providing audiobooks to a deaf student illustrates a mismatched adaptation that creates an additional barrier. Effective adaptations must align precisely with the individual learner's unique strengths and needs.

45. (A) I and II only
Scaffolding in special education involves offering temporary support structures to assist students in mastering new concepts or skills beyond their independent capability. As student competence increases, these supports are systematically faded and withdrawn. Scaffolding aims to develop independent self-directed execution rather than permanently replacing the student's need to perform skills independently.

46. (D) Full physical hand-over-hand prompt
In the hierarchy of instructional prompting, prompts are ordered by the level of intrusive assistance provided. A full physical hand-over-hand prompt is considered the most intrusive level, as the educator physically guides the student's body to execute the required action. Prompts are systematically faded toward less intrusive forms to build independence.

47. (A) Fading
Fading refers to the gradual, systematic removal of instructional prompts as a student demonstrates increasing competence in a target skill. By fading verbal, visual, or physical assistance, educators prevent prompt dependency and encourage the student to perform the skill independently in response to natural environmental cues and classroom instruction.

48. (B) One Teach, One Assist
The One Teach, One Assist co-teaching model involves one educator leading primary whole-class instruction while the second educator circulates around the room. The assisting teacher provides individualized support, monitors student attention, answers questions, and delivers immediate quiet assistance to students with special needs without disrupting the main lesson flow.

NODIA

49. (B) Modifying physical or digital resource tools (e.g., books, worksheets) to enable curriculum access
Materials adaptation involves modifying instructional resources, tools, print media, and digital platforms to make learning content accessible to students with diverse abilities. Adapting materials ranges from altering text formatting and creating tactile representations to using specialized assistive technology devices, ensuring all learners can interact meaningfully with educational resources.

50. (A) Adapting textbooks and print materials
Providing a simplified summary sheet featuring enlarged font sizes, bullet points, and expanded spacing represents an adaptation of textbook and print materials. This modification reduces visual density and cognitive reading load, allowing students with dyslexia to decode, process, and comprehend essential educational content without encountering text-based structural barriers.

51. (C) Using high-contrast colors, sans-serif fonts, and larger text sizes
Adapting print materials for students with low vision requires maximizing visual legibility and clarity. Utilizing large, clear, sans-serif fonts prevents letter distortion, while high-contrast color combinations, such as dark lettering on a light background, optimize visual recognition. These adaptations reduce eye strain and enable efficient reading of instructional text.

52. (D) Maintain an uncluttered layout, clear short instructions, and adequate white space
Worksheet design for students with cognitive disabilities should prioritize visual clarity and simplicity. Maintaining an uncluttered page layout with ample white space, concise instructions, and clean formatting prevents visual overwhelm. This structured arrangement allows learners to concentrate on solving problems without becoming distracted or confused by unnecessary page clutter.

53. (C) Providing sentence starters, fill-in-the-blanks with word banks, or matching items
Structured response formats in adapted worksheets reduce the mechanical and expressive demands of open-ended writing tasks. Incorporating sentence starters, matching activities, or fill-in-the-blank items with word banks provides clear

processing delays have adequate time to complete testing tasks without facing unfair time pressure.

73. (C) Slow processing speed and impaired fine motor coordination for writing
Granting compensatory extra time during examinations for students with cerebral palsy addresses motor and speed impairments. Muscle spasticity, involuntary movements, and fine motor challenges reduce writing speed and increase physical fatigue. Extra time compensates for physical limitations, allowing students to express their knowledge without time constraints.

74. (A) An individual meeting board qualification criteria lower than the candidate to prevent unfair advantage
Guidelines for appointing exam scribes mandate that the scribe's academic qualification should be lower than the candidate's level, as specified by examining boards. This regulation prevents the scribe from influencing or independently providing correct answers, ensuring that examination responses strictly reflect the candidate's authentic knowledge.

75. (B) I and III only
Portfolio assessments evaluate student learning through continuous collection of authentic work samples over time. Practical, performance-based assessments allow learners to demonstrate skills through real-world execution. Oral assessments are highly appropriate, rather than inappropriate, for students with severe writing difficulties who possess intact verbal communication abilities.

76. (B) It records continuous functional and academic progress toward individualized IEP goals
Portfolio assessment is highly recommended for students with moderate to severe intellectual disabilities because it tracks continuous, individual growth toward personalized IEP goals over time. Unlike standardized timed tests that emphasize competitive ranking, portfolios capture practical, functional skills and meaningful learning progress through varied authentic work samples.

77. (C) Individual progress made toward specific goals set within their IEP
Grading practices for students studying modified curricula should evaluate progress based on individualized goals outlined in their IEPs. Standardized norm-referenced comparisons against general peers are inappropriate for modified learning programs. Grading based on IEP target attainment provides meaningful, encouraging feedback while accurately reflecting personal learning growth.

78. (D) Section 17 of the RPwD Act, 2016
Section 17 of the Rights of Persons with Disabilities Act 2016 explicitly mandates educational institutions and examining bodies to provide necessary accommodations. These include granting extra examination time, permitting scribes, and adapting evaluation procedures for persons with benchmark disabilities to ensure equal opportunities in education.

79. (A) Exemption from the third language requirement
Educational boards provide language exemptions for students with severe hearing impairment or specific learning disabilities, often granting exemption from studying a third language. This accommodation reduces linguistic cognitive load, allowing students to focus effort on developing core competency in primary functional languages and main academic subjects.

80. (C) I, II, and III only
Legitimate examination accommodations include providing distraction-free testing environments for students with autism, permitting abacus use for visually impaired candidates in math, and allowing calculators for severe dyscalculia when approved by boards. Copying answers from peers constitutes academic dishonesty and is strictly prohibited under all standard examination regulations.

81. (B) Allowing the child to point to pictures or use an AAC device to answer questions in class
Formative assessment adaptations for non-verbal students focus on providing alternate expression channels during daily classroom instruction. Allowing students to point to visual symbols, use picture cards, or utilize AAC devices enables them to demonstrate subject comprehension effectively without relying on spoken communication, promoting inclusive participation.

82. (A) Identifying mistake patterns in a student's work to adapt future pedagogical strategies
Error analysis is a diagnostic assessment technique in special education involving the

Downloaded from www.pdf.tube

63. (A) Providing a visual framework to map concept relationships and structure ideas
Graphic organizers function as powerful material adaptations by offering visual frameworks that explicitly outline relationships between ideas, concepts, and vocabulary. By breaking down complex information into structured visual representations, these tools assist students with learning difficulties in organizing thoughts, comprehending texts, and planning written assignments systematically.

64. (B) Web Content Accessibility Guidelines
WCAG stands for Web Content Accessibility Guidelines, an internationally recognized set of technical standards developed to make digital content accessible to individuals with disabilities. Implementing WCAG ensures that web pages, educational software, and digital learning platforms are perceivable, operable, understandable, and robust for learners using diverse assistive technologies.

65. (C) I, II, and III only
Selecting adapted materials for children with special needs should be based on educational relevance to IEP goals, sensory appropriateness for the disability profile, and physical durability and safety. Commercial brand names and high purchase costs are irrelevant criteria that do not contribute to the educational utility of adapted materials.

66. (A) Fairly enabling students to show knowledge without disability barriers
Assessment adaptation in inclusive education aims to provide equitable evaluation opportunities that allow students to demonstrate their true knowledge, skills, and competencies accurately. By removing construct-irrelevant barriers caused by physical, sensory, or learning disabilities, adapted assessments ensure valid, fair, and reliable measurements of student academic progress.

67. (C) Accommodation changes how a student is assessed, whereas Modification alters what is being assessed
Assessment accommodations alter the testing format, environment, or administration mode without changing the core learning standard or construct being evaluated. In contrast, assessment modifications alter the actual expectations, content complexity, or learning performance standards tested. Accommodations change how students demonstrate learning, while modifications change what learning is evaluated.

NODIA

68. (D) An Assessment Accommodation method
Permitting a visually impaired student to complete an examination using a Braille typewriter while responding to the exact same questions as peers represents an assessment accommodation. This strategy alters the mode of response without lowering performance standards or changing the underlying curricular content being evaluated during the exam.

69. (C) Assessment Modification
Providing a simplified examination paper that assesses lower grade-level concepts for a student with a severe intellectual disability represents an assessment modification. This process fundamentally changes the target learning expectations, reducing subject complexity and altering the baseline construct measured compared to standard grade-level evaluation criteria.

70. (B) Alternate assessment accommodation
Allowing a student with dysgraphia to express examination answers orally to a scribe represents an alternate response format accommodation. This adaptation bypasses writing difficulties while maintaining identical academic standard demands. It ensures that assessment measures the student's actual mastery of scientific concepts rather than physical handwriting ability.

71. (D) Highlighting key instruction words and increasing space allocated for student answers
Adapting question paper formats for students with learning disabilities involves improving visual presentation and clarity. Highlighting key directive words, organizing items logically, using clear fonts, and providing ample space for written responses prevent visual confusion, lower cognitive load, and help students focus on demonstrating knowledge accurately.

72. (B) 20 minutes of extra time per hour of the examination
Standard examination guidelines for candidates with benchmark disabilities in India prescribe compensatory time at the rate of twenty minutes per hour of examination. This provision ensures that students who write slowly or experience

By teaching each sub-step individually and systematically reinforcing progress, educators enable students with cognitive or physical challenges to master complex personal, social, or academic routines independently.

36. (D) Offering expanded wait time so the student can process input and construct answers
Adapting instructional pace for students with conditions like cerebral palsy involves extending wait time during questioning. These learners often require additional time to process verbal information, formulate responses, and coordinate motor movements for speech. Providing ample wait time eliminates pressure, encourages meaningful self-expression, and ensures equitable participation in classroom discourse.

37. (C) Utilizing flexible grouping, self-paced modules, and differentiated instructional strategies
Balancing instructional pace in a diverse, inclusive classroom requires employing flexible pedagogical strategies. Utilizing small flexible student groupings, self-paced learning packages, and differentiated teaching methods allows educators to accommodate varying learning speeds simultaneously. Advanced learners can explore enrichment tasks while struggling students receive targeted support, ensuring progress for all.

38. (B) Using short, direct sentences in active voice while avoiding double negatives and abstract idioms
Simplified language techniques in pedagogical adaptation involve delivering clear, concise, and direct verbal or written instructions. Teachers use short sentences structured in the active voice while avoiding complex syntax, double negatives, and figurative language. This clear communication style reduces cognitive processing demands, improving comprehension for students with language delays or learning disabilities.

39. (D) Learners with severe speech impairments or non-verbal conditions
Augmentative and Alternative Communication systems comprise tools, symbols, and technology designed to support individuals who experience severe speech impairments or are non-verbal. AAC methods range from simple picture communication boards to advanced speech-generating digital devices, enabling learners to express thoughts, answer questions, and engage in social interactions effectively.

40. (A) I, II, and III only
Effective pedagogical adaptations for children with special educational needs include providing clear instructions paired with visual cues, integrating physical movement into instructional activities, and utilizing peer-assisted learning strategies. Conversely, eliminating immediate feedback is counterproductive, because timely feedback is vital for guiding learning progress, correcting errors, and reinforcing target skill acquisition effectively.

41. (C) Continuing structured skill practice beyond initial mastery to ensure long-term retention
Overlearning is a pedagogical technique where structured practice of a concept or skill continues well beyond the point of initial mastery. For students with intellectual disabilities, overlearning reinforces neural pathways, promotes automaticity, prevents memory decay, and facilitates long-term skill retention, ensuring that acquired concepts can be reliably recalled and applied across diverse contexts.

42. (A) Varied instructional materials and positive reinforcement
While repetition is crucial for skill consolidation in special education, unvaried drill work can lead to disinterest and reduced motivation. Combining structured repetition with varied instructional materials and positive reinforcement maintains student engagement. Using interactive games, visual aids, and encouraging praise keeps learning stimulating while ensuring adequate practice for mastery.

43. (D) Multiple means of exclusion
Universal Design for Learning is a pedagogical framework aimed at providing equal learning opportunities for all students. It is built upon three core principles: providing multiple means of representation, multiple means of action and expression, and multiple means of engagement. Exclusion directly contradicts the foundational inclusive philosophy of UDL principles.

44. (B) Ensuring that an adaptation does not create a new barrier (e.g., providing audiobooks to deaf students)
Avoiding redundant or inappropriate adaptations requires ensuring that selected support

Click Here to Buy book on Flipkart

systematic examination of student work to uncover underlying error patterns and misconceptions. Understanding specific skill breakdowns enables educators to design targeted remedial instruction, adapt pedagogical strategies, and clear up specific student learning difficulties effectively.

83. (C) Practical skills essential for daily living, self-care, and vocational independence
Functional assessment for students with severe intellectual disabilities focuses on evaluating practical adaptive behavior and life skills. Rather than measuring abstract academic concepts, functional assessment evaluates personal self-care, home living skills, community navigation, safety, and basic vocational abilities necessary for developing personal independence and quality of life.

84. (D) Offers clear descriptive criteria for success instead of relying on a single numerical score
Adapted grading rubrics benefit children with special needs by providing clear, descriptive performance criteria across specific skill components. Instead of assigning a single numerical score, rubrics offer detailed, actionable feedback regarding individual strengths and target growth areas, making expectations transparent and helping students understand their learning progress clearly.

85. (C) Materials adaptation
Providing a three-dimensional tactile model of a plant cell for a blind student while the rest of the class utilizes a visual diagram represents a material adaptation. This tactile resource translates visual representations into physical, touchable structures, enabling the blind learner to explore spatial biology concepts effectively.

86. (B) Accommodation provides equal curriculum access, whereas Modification alters complexity or content
Curriculum accommodations provide equal access to standard educational content by modifying instructional or assessment modes without altering core learning expectations. Curriculum modifications alter the actual subject complexity, performance standards, or learning goals. Accommodations maintain equal standards, while modifications adjust expectations to match individual cognitive capacities.

87. (D) Equitable, formative, and holistic assessment utilizing flexible tracking methodologies
The National Education Policy 2020 emphasizes transforming assessment practices for children with special needs toward equitable, formative, and holistic evaluation. Moving away from rigid, high-stakes examinations, NEP 2020 advocates flexible tracking mechanisms, continuous observation, and multi-dimensional reporting to support individual student growth and progress effectively.

88. (A) Fatigue, poor sustained attention, or physical limitations
Assessment adaptations like time extensions, scheduled breaks, and multi-session testing alleviate barriers associated with physical fatigue, limited motor stamina, or attention difficulties. These adjustments allow students who experience physical or cognitive exhaustion to rest, recover focus, and perform at their true cognitive ability during evaluation sessions.

89. (C) Content modification
Adjusting learning objectives so that a student with a profound intellectual disability practices object sorting while classmates learn mathematical fractions represents a content modification. This modification fundamentally changes curriculum expectations, replacing grade-level standards with functional, lower-complexity learning goals tailored to the student's cognitive capabilities.

90. (A) Visual Impairment (Low Vision)
Installing anti-glare computer screens, replacing flickering tube lights, and ensuring uniform lighting without sharp shadows are critical environmental adaptations for students with visual impairments, particularly low vision. These modifications control visual glare, minimize eye strain, enhance contrast, and optimize functional vision for classroom learning activities.

91. (D) Children with Special Needs (CWSN) should be educated alongside non-disabled peers to the maximum extent feasible
The principle of Least Restrictive Environment dictates that children with special needs should be educated alongside their non-disabled peers in general education settings to the maximum extent appropriate. Segregation should occur only when a student's disability severity prevents

Downloaded from www.pdf.tube

certifying authorities verify scribe eligibility based on medical certificates. Candidates with benchmark disabilities of forty percent or more are entitled to these statutory accommodations to ensure non-discriminatory, equitable testing conditions across all examinations.

111. (A) Architecture and physical environment design
The concept of Universal Design originated in architecture and barrier-free environmental design, spearheaded by Ronald Mace. It focused on designing physical spaces and products usable by all individuals without requiring retrofitted modifications. This concept was later adapted into education as Universal Design for Learning to create flexible, accessible curricula.

112. (B) Words specific to particular academic topics, subjects, or specialized environments
In Augmentative and Alternative Communication systems, fringe vocabulary consists of specific words tied to particular topics, contexts, or academic subjects. Unlike high-frequency core vocabulary used daily across environments, fringe words represent specialized terms like scientific jargon, context-specific nouns, or topic-specific action words needed for specific educational learning units.

113. (B) Sensory environment
Dimming harsh fluorescent lighting and maximizing natural light modifies sensory input within the physical learning space. Autistic students often experience sensory processing sensitivity triggered by the invisible flicker and buzzing hum of fluorescent lights. Adjusting illumination directly alters the sensory environment, effectively reducing sensory fatigue, anxiety, and emotional distress.

114. (A) Students with SLD have processing speed differences, requiring more time to encode information
Adapting instructional pace is vital for students with specific learning disabilities because they often experience cognitive processing speed differences. These learners require additional time to decode visual text, process auditory information, and organize cognitive responses. Pacing instruction appropriately prevents cognitive overwhelm, allowing students to encode and consolidate learning effectively.

115. (C) Providing an assessment accommodation that bypasses decoding while testing comprehension
Utilizing text-to-speech software and oral responses during a reading comprehension test represents an assessment accommodation when the construct evaluated is comprehension rather than visual decoding. Bypassing reading mechanics isolates the target construct, allowing the test to measure actual text understanding accurately without being confounded by dyslexia or reading decoding deficits.

116. (D) Completing all initial task steps for the student, prompting them to perform only the final step
Backward chaining is a task-analysis instructional strategy where the educator completes all initial steps of a complex task chain, prompting the student to perform only the final step independently. This approach provides immediate reinforcement upon task completion, building confidence before systematically teaching preceding steps in reverse sequence until complete mastery.

117. (C) Writing instructions down, then facing the class before speaking so lips remain visible
When instructing students with hearing impairment, teachers must ensure continuous visual contact. Writing notes on the board first and then turning around to face the class before speaking allows hard-of-hearing students to read facial expressions and lip movements clearly, ensuring uninterrupted communication access without reliance on acoustic speech signals.

118. (B) A student with moderate to severe intellectual disability transitioning to adulthood
Functional academics embed practical, real-world skills like basic money management, community safety signs, and telling time into the curriculum. This content adaptation is most appropriate for students with moderate to severe intellectual disabilities transitioning into adulthood, fostering personal independence, community integration, and functional daily living competence across life settings.

119. (D) A specialized pull-out setting where Children with Special Needs (CWSN) receive targeted remedial instruction or therapy
A resource room in an inclusive school functions as a supportive educational environment where students with special needs spend part of their

NODIA

101. (C) Developing retroactive individual adaptations and accommodations later
Proactively designing curricula using Universal Design for Learning principles creates flexible, accessible learning pathways from the outset. By embedding multiple options for representation, expression, and engagement during lesson planning, educators minimize the necessity for developing retroactive individual accommodations and ad-hoc modifications for students with special needs later.

102. (B) Utilizing tactile sign language or Tadoma
Students who are deafblind experience combined vision and hearing impairments, rendering pure visual or auditory communication ineffective. Pedagogical adaptations for deafblind learners rely heavily on tactile communication modes. Methods such as tactile sign language, where signs are felt with hands, or Tadoma, touching the speaker's face, enable effective communication.

103. (D) Combining speech, sign language, lip-reading, gestures, and written text simultaneously
Total Communication is a pedagogical approach for deaf or hard-of-hearing students that utilizes a full spectrum of communication modes. By combining spoken language, sign language, lip-reading, body gestures, visual aids, and written text simultaneously, Total Communication ensures accessible communication tailored to individual student preferences and auditory capabilities.

104. (A) Offering tasks at varying complexity levels while keeping the core learning objective uniform
Tiered assignments represent a differentiated content adaptation where learning tasks are designed at varying levels of complexity, depth, or support. While all students work toward mastering the exact same fundamental learning concept, the complexity of tasks adjusts to match student readiness levels, offering appropriate challenge for every learner.

105. (A) I and II only
Creating effective tactile graphics for visually impaired students requires maintaining simplicity, avoiding visual clutter, and using distinct physical textures to represent different geographical regions or map features. Replicating every minute visual detail of a standard map creates tactile confusion and clutter, rendering tactile graphics unreadable and ineffective for touch-based exploration.

106. (A) Developing low-cost, no-cost materials using locally available resources
In resource-constrained educational settings, cost-effectiveness is best achieved by creating low-cost or no-cost teaching-learning materials using locally available, discarded, or natural resources. Special educators can craft impactful tactile visual aids, counting tools, and instructional devices, ensuring accessible educational support for all students without relying on expensive commercial technology.

107. (D) Reducing total option distractors from four down to two or three
Adapting multiple-choice test formats for students with cognitive delays involves reducing total option distractors from four down to two or three. Decreasing option choices simplifies decision-making processes, lowers working memory demands, and minimizes cognitive confusion, allowing students to focus on demonstrating actual concept comprehension effectively during assessments.

108. (B) Provision of a basic calculation device and a standard subject formula reference sheet
For a student with dyscalculia in a Physics exam, appropriate assessment accommodations include providing a basic calculator and a formula reference sheet. This support compensates for difficulties with mathematical calculation and formula recall, allowing the evaluation to focus accurately on physics concept understanding rather than arithmetic processing deficits.

109. (C) Curriculum, environment, pedagogy, materials, and assessment
An Individualized Education Programme is a comprehensive document that details personalized educational goals and necessary adaptations for a student with special needs. A robust IEP outlines specific adaptations across all essential educational domains, including curriculum content, physical environment, instructional pedagogy, learning materials, and formal assessment procedures.

110. (D) I, II, III, and IV
Statutory inclusive examination provisions guarantee that board-provided scribes are free of charge, compensatory time is granted, and

Click Here to Buy book on Amazon

scaffolds. This modification allows students with writing or cognitive challenges to demonstrate knowledge accurately without being limited by complex expressive writing barriers.

54. (B) Learners with visual impairments or those needing kinesthetic input for mathematical concepts
Tactile and manipulative materials provide hands-on concrete experiences that translate abstract concepts into physical representations. These adapted resources are essential for blind students who rely on touch for learning, as well as kinesthetic learners who benefit from physical manipulation to understand mathematical concepts, geometric shapes, and structural spatial relations.

55. (B) II and III only
For a student with absolute blindness, effective material adaptations must rely entirely on tactile or auditory modalities. Braille scales with raised markings and tactile maps featuring textured surfaces are suitable adapted materials. Standard visual Dienes blocks lacking tactile indicators or specialized braille markings are inadequate without specific tactile adaptations.

56. (A) Taylor Frame and Abacus
The Taylor Frame and the Cranmer Abacus are classic adapted mathematical tools widely utilized by visually impaired and blind students. The Taylor Frame uses movable metal types to arrange arithmetic expressions tactilistically, while the abacus provides a tactile manipulative system for executing mathematical calculations rapidly and accurately.

57. (C) Assistive technology like screen readers or text-to-speech software
Adapting digital textbooks and electronic content effectively relies on seamless integration with assistive technology tools. Software applications such as screen readers, text-to-speech engines, and digital magnification tools convert digital text into spoken words or enlarged visual outputs, enabling students with visual or reading impairments to access information independently.

58. (A) Students with total visual impairment
Screen reading software applications convert on-screen digital text and graphic elements into synthesized speech output or refreshable braille displays. This essential material adaptation allows students with total visual impairment to navigate computer operating systems, browse digital content, read electronic textbooks, and complete academic assignments completely independently.

59. (D) Selecting age-appropriate materials that are cognitively simplified to prevent infantilization
When selecting learning materials for adolescent students with severe intellectual disabilities, educators must prioritize age-appropriateness alongside cognitive accessibility. Utilizing materials designed for young children causes infantilization and demeans the student. Materials should feature mature themes, age-appropriate illustrations, and simplified content to preserve human dignity while supporting learning.

60. (A) Both A and R are true and R is the correct explanation of A
Multisensory learning materials substantially benefit students with specific learning disabilities such as dyslexia. Engaging visual, auditory, tactile, and kinesthetic pathways simultaneously enhances neural connectivity and memory retention. This multi-modal instructional approach reinforces learning, improves attention, and assists in decoding complex concepts through multiple sensory processing channels.

61. (C) Pencils with thick rubber grips or adaptive keyboards
Students with cerebral palsy often experience motor impairments that hinder fine motor coordination and pencil grip control. Adapting writing materials by utilizing thick rubber pencil grips, weighted writing utensils, or adaptive computer keyboards reduces physical strain. These ergonomic adaptations stabilize hand movements and facilitate functional written communication.

62. (D) A graphic organizer or mind-mapping template
Graphic organizers and mind-mapping templates serve as valuable material adaptations for students with learning disabilities who struggle with executive functioning and writing. These visual planning tools help learners structure thoughts, brainstorm key concepts, organize sequential details, and establish logical connections before undertaking formal essay writing tasks.

NODIA

day receiving specialized remedial instruction, therapy, or skill training. It operates as a pull-out support system without permanently segregating students from general education classrooms and peer interactions.

120. (B) I and III only
Scribing guidelines mandate that scribes must transcribe student responses verbatim without making unprompted corrections. Pre-examination meetings are encouraged to establish communication rapport between candidate and scribe. Explaining question meanings to the candidate is strictly forbidden, as it compromises assessment validity by providing unauthorized guidance or assistance during official testing.

121. (C) Content modification
Curriculum overlapping occurs when a student with severe disabilities participates in shared classroom activities alongside peers while pursuing individualized learning goals. Because the target expectations and content complexity are fundamentally modified to match the student's cognitive capabilities, this strategy represents a content modification within an inclusive classroom learning setting.

122. (A) Curriculum-Based Measurement
CBM stands for Curriculum-Based Measurement in special education assessment. It is a systematic, continuous evaluation approach that uses brief, direct measures of basic academic skills derived from the curriculum. CBM tracks student progress over time, allowing teachers to evaluate instructional effectiveness and make timely, data-driven pedagogical adaptations.

123. (D) It provides brief, frequent assessments of basic skills tied to the curriculum
Curriculum-Based Measurement is preferred in special education because it offers brief, frequent, and direct assessments of core academic skills. CBM provides sensitive measures of small learning increments over time, enabling teachers to monitor student progress toward individual IEP goals and adapt instructional strategies continuously based on empirical performance data.

124. (B) Progress and effort made relative to individualized IEP targets
When grading students on a modified curriculum, grades reflect individual progress and mastery toward personalized targets specified in their Individualized Education Programme. Evaluating growth relative to IEP goals provides an equitable, meaningful assessment of effort and skill development without relying on non-disabled peer performance comparisons or standardized grade norms.

125. (C) Material and sensory environment adaptations
Providing printed slide handouts integrates material adaptation, while turning the student's desk away from a bright projector screen alters the visual sensory environment. Combining material adaptations with sensory environmental modifications accommodates light sensitivity in autistic students, eliminating sensory discomfort while maintaining full access to lesson content during classroom instruction.

126. (D) Providing structured academic support while fostering social inclusion and mutual self-esteem
Peer tutoring functions as a powerful pedagogical adaptation in inclusive classrooms by pairing students to engage in structured learning activities. It provides individualized academic scaffolding for learners with special needs while fostering positive peer relationships, mutual empathy, social inclusion, and enhanced self-esteem for both tutors and tutees alike.

127. (A) Prompt dependency, promoting independent skill execution
Prompt fading involves systematically reducing assistance as a student learns a skill. The primary objective of fading is to prevent prompt dependency, ensuring that the student does not rely perpetually on teacher caging cues. Fading encourages learners to perform skills independently in response to natural environmental stimuli and classroom routines.

128. (B) A material or assistive device adaptation
A slant board positioned on a student's desk represents a physical material and low-tech assistive device adaptation. By positioning writing surfaces at an angle, slant boards improve visual alignment, promote proper wrist posture, and reduce physical fatigue for students facing fine motor challenges or upper-body physical limitations during writing tasks.

Downloaded from www.pdf.tube

(D) Serves as a universally structured evidence-based practice for supporting routines

49. In the context of TLMs for Autism, a "Social Story" is primarily used to:
(A) Teach abstract mathematical theorems and complex algebraic formulas
(B) Explain social situations and expectations in a visual format
(C) Assess the child's standardized intelligence quotient and cognitive functioning
(D) Provide clinical deep pressure therapy for proprioceptive regulation

50. Consider the following statements regarding structured task-box materials based on the TEACCH approach for students with Autism:
I. Task boxes provide clear visual boundaries for a specific activity.
II. They clearly indicate to the student what the task is, how much work is required, and when it is finished.
III. They are intentionally designed to be highly unpredictable and constantly changing.
Which of the statements given above is/are correct?
(A) I only
(B) I and II only
(C) II and III only
(D) I, II, and III

51. Which of the following features is most essential when creating a structured task-box TLM for a child with ASD who has fine motor difficulties and low frustration tolerance?
(A) Using tightly sealed, difficult-to-open containers to increase resistance
(B) Including multiple complex tasks mixed together randomly in one unstructured pile
(C) Ensuring tasks have clear boundaries and utilize easy-to-grasp materials
(D) Using strong-smelling, sticky materials to continuously provide intense tactile input

52. A special educator uses a "First-Then" board with a non-verbal student with Autism. This TLM is an application of which psychological principle?
(A) Classical conditioning
(B) Psychoanalytic defense mechanisms
(C) Piaget's formal operational stage
(D) Premack principle (Behaviourism)

53. Identify the INCORRECT statement regarding TLMs for students with Autism.
(A) TLMs should consistently minimize visually distracting or overly stimulating backgrounds
(B) Token economy systems can be systematically utilized as effective behavioral TLMs
(C) Abstract idioms should be heavily incorporated to force social learning
(D) Timer devices like visual sand timers are effective TLMs for showing time passage

54. The Picture Exchange Communication System (PECS) utilizes picture cards as a primary TLM. The fundamental goal of the first phase of PECS is to teach the student:
(A) To construct grammatically complex sentences containing descriptive adjectives
(B) To initiate communication by exchanging a picture for an item
(C) To answer abstract open-ended questions posed by educators
(D) To independently comment on varied features of their immediate environment

NODIA

55. A child with Cerebral Palsy (spastic quadriplegia) is enrolled in an inclusive primary school. The child has difficulty grasping thin objects. What is the most immediate TLM adaptation the resource teacher should provide for a drawing activity?
(A) A standardized, ultra-thin HB writing pencil
(B) A desktop computer equipped with a standard optical mouse
(C) A traditional metal Braille slate and stylus device
(D) Crayons with built-up handles or foam grips

56. Adapted-grip TLMs are specifically designed to assist students who have:
(A) Deficits in fine motor skills and hand-eye coordination
(B) Profound bilateral sensorineural hearing loss and auditory deficits
(C) Severe visual impairments requiring embossed tactile relief maps
(D) Severe emotional disturbances and chronic behavioral disorders

57. An adapted-size TLM, such as a large-piece jigsaw puzzle or oversized dice, is particularly beneficial for a student with a locomotor disability because it:
(A) Enhances auditory processing
(B) Requires less precision and control,

settings, prolonged reverberation degrades speech intelligibility, creating severe listening barriers for students with hearing impairments or auditory processing difficulties by distorting the clarity of the teacher's voice.

139. (D) Allowing the scribe to draw figures based strictly on detailed verbal steps from the student During examinations involving visual diagrams like geometry, candidates with motor impairments dictate precise step-by-step instructions for the scribe to draw. The scribe acts solely as an amanuensis, executing geometric drawings based strictly on the student's verbal directives, ensuring that the final output directly reflects the candidate's actual subject knowledge.

140. (B) Converting abstract pedagogical delivery into concrete, manipulative-based instruction
Replacing abstract numerical fraction symbols on a board with concrete physical pizza models represents a pedagogical adaptation that translates abstract concepts into tangible manipulative instruction. Using physical manipulatives supports cognitive understanding for students with intellectual disabilities, providing concrete sensory experiences that bridge conceptual learning gaps effectively during lessons.

****

Click Here to Buy book on Flipkart

129. (B) Students with orthopedic impairments and wheelchair users
Adjustable-height desks serve as an essential infrastructural and physical environment adaptation for wheelchair users and students with orthopedic impairments. These desks can be raised or lowered to provide adequate knee clearance, proper posture, and comfortable positioning, enabling full physical access to writing surfaces alongside peers in inclusive classroom settings.

130. (C) A is true but R is false
Assessing a student with mild intellectual disability based on personalized IEP goals provides a fair measurement of individual growth. Standardized norm-referenced tests compare students against national peer averages, which fails to account for individual learning modifications and often creates inequitable evaluation barriers for children with special educational needs.

131. (C) Fundamental concepts and skills essential for subject comprehension
In curriculum prioritization, core content represents the essential skills, fundamental concepts, and primary learning objectives necessary for understanding a subject. When adapting curriculum for students with cognitive delays, educators emphasize core content over peripheral details, ensuring that instruction focuses on essential knowledge required for meaningful academic progression.

132. (D) The UN Convention on the Rights of Persons with Disabilities
The United Nations Convention on the Rights of Persons with Disabilities mandates that signatory nations ensure equal educational access by providing accessible learning materials and reasonable accommodations. India's ratification of the UNCRPD underpins domestic legal frameworks like the RPwD Act 2016, enforcing accessible formats across educational institutions nationally.

133. (C) Multiple means of expression
Allowing a student to demonstrate learning by creating a diorama or poster instead of writing an essay aligns with the UDL principle of providing multiple means of action and expression. Offering flexible expression modes enables learners to communicate knowledge effectively using formats that align with their individual strengths and capabilities.

134. (B) Systematically reinforcing successive approximations of a targeted behavior or skill
Shaping is a behavioral pedagogical technique involving the systematic reinforcement of successive approximations toward a target behavior or skill. By rewarding minor achievements that resemble the desired outcome, educators gradually guide students with special needs to master complex tasks that they cannot perform initially in their complete, final form.

135. (D) I, II, and III
NEP 2020 advocates reforming assessment for children with special needs through a shift toward formative, competency-based evaluation, implementing 360-degree multidimensional progress cards, and integrating artificial intelligence tools to track learning trajectories. These recommendations promote continuous, holistic, and personalized assessment frameworks within inclusive educational systems across India nationwide.

136. (A) Use a reading window to isolate a single line of text at a time
Utilizing a reading window or line tracker isolates single lines of text, helping students with visual tracking difficulties maintain focus while reading. This material adaptation minimizes visual clutter from adjacent lines, reduces visual distractions, and supports tracking accuracy for learners with specific learning disabilities affecting reading performance.

NODIA

137. (C) To lower the teacher's workload because CWSN are too difficult to teach
Curriculum content adaptations aim to match instructional complexity with student cognitive capabilities, reduce extraneous cognitive load, and ensure meaningful educational progress. Adapting content to reduce teacher workload is an unacceptable rationale, as inclusive education mandates providing appropriate pedagogical supports and adaptations centered entirely on individual student learning needs.

138. (A) Sound persistence in closed spaces that impairs speech intelligibility for HI students
Acoustic reverberation refers to the persistence of sound in an enclosed room caused by repeated reflections off hard surfaces. In classroom

IEP
(B) Reducing the teacher's necessity for continuous verbal prompting during instructional tasks
(C) Enhancing long-term retention of abstract information through diversified multisensory inputs
(D) Eliminating the basic necessity of peer interactions within general inclusive classrooms

8. A special educator in an inclusive primary school notices that a child with mild intellectual disability struggles to comprehend the concept of fractions using standard textbook diagrams. To adhere to the principles of good TLM design, which of the following approaches should the teacher adopt?
(A) Introduce a simple, tangible wooden fraction puzzle with contrasting colors and durable edges
(B) Deploy a brightly colored, complex 3D digital simulation that requires advanced software navigation
(C) Provide a purely auditory narrative explanation of fractions paired with a complex mnemonic device
(D) Present the mathematical concept using a highly detailed 10-step written worksheet in fine print

9. The "simplicity and clarity" principle in designing TLM for children with special needs implies that the material should:
(A) Include as much detailed information as possible to maximize learning time
(B) Use abstract symbols extensively to promote higher-order thinking
(C) Focus on a single educational objective at a time to avoid cognitive overload
(D) Incorporate multiple overlapping sensory stimuli simultaneously to engage all senses

10. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): When designing TLMs for early intervention classrooms, non-toxic materials and rounded edges are mandatory.
Reason (R): The durability and safety principle dictates that materials must withstand robust handling and present no physical hazard to young learners or learners with significant developmental delays.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

11. Which of the following materials best meets the durability and safety requirements for a student with severe Autism Spectrum Disorder (ASD) who exhibits frequent mouthing and throwing behaviours?
(A) Small, intricate glass beads for counting
(B) Fragile, thin cardboard flashcards with sharp corners
(C) Non-laminated paper charts with intricate watercolor designs
(D) Washable, heavy-duty silicone manipulative blocks

12. Identify the INCORRECT statement regarding the principles of TLM development.
(A) TLMs must be culturally relevant and familiar to the learner's environment
(B) The aesthetic appeal of a TLM should override its functional educational purpose
(C) TLMs should be appropriately sized according to the motor capabilities of the learner
(D) The cost-effectiveness of a TLM is a crucial factor in resource-constrained settings

13. Which of the following is the most appropriate consideration when selecting TLMs for a resource room established under Samagra Shiksha guidelines?
(A) The materials should be imported and highly expensive commercial products to guarantee quality
(B) The materials should strictly cater exclusively to the physical needs of locomotor disabilities
(C) The materials should be versatile, age-appropriate, and aligned with diverse CWSN needs
(D) The materials should exclusively rely on advanced digital infrastructure regardless of local context

NODIA

14. The concept of "ecological validity" in TLM design refers to:
(A) Ensuring all instructional materials are constructed entirely from organic biodegradable substances
(B) Using standardized materials that are

CHAPTER 09
Teaching Learning Materials (TLM)

1. In the context of inclusive education, which of the following best defines Teaching Learning Materials (TLM)?
(A) Standardized assessment booklets used to evaluate cognitive delays and intellectual growth
(B) Any instructional resource utilized by teachers to facilitate learning and concept acquisition
(C) Specialized physical equipment utilized exclusively for physical rehabilitation and therapy
(D) Diagnostic clinical manuals utilized for identifying and classifying developmental disabilities

2. Why do Teaching Learning Materials (TLMs) hold significantly more importance in special and inclusive classrooms compared to general classrooms?
(A) They provide alternative sensory modalities to compensate for specific learning deficits
(B) They streamline daily classroom administration so teachers are not required to plan lessons manually
(C) They are legally mandated by the RCI Act 1992 as a mandatory replacement for standard textbooks
(D) They allow enrolled students with severe developmental disabilities to completely bypass curriculum standards

3. Under the provisions of the Rights of Persons with Disabilities (RPWD) Act 2016, which section explicitly mandates the appropriate government to provide free books, learning materials, and appropriate assistive devices to students with benchmark disabilities up to 18 years of age?
(A) Section 16
(B) Section 21
(C) Section 24
(D) Section 31

4. Identify the correct statement regarding the use of TLM in a diverse classroom.
(A) TLMs should consistently feature high visual and structural complexity to challenge all learners equally
(B) Standardized TLMs should be applied universally across all settings without modifying for disability types
(C) Commercially manufactured TLMs are inherently superior to teacher-made aids for intellectual disabilities
(D) Effective TLMs support Universal Design for Learning (UDL) by offering multiple means of representation

5. Consider the following statements regarding the importance of TLMs in an inclusive setting:
I. TLMs help in breaking down abstract concepts into concrete experiences.
II. TLMs solely serve to entertain students with special needs and keep them occupied.
III. TLMs assist in sustaining the attention and motivation of learners with ADHD.
Which of the statements given above is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

6. Which of the following pairs correctly matches the pedagogical approach with its primary TLM dependency for Children with Special Needs (CWSN)?
(A) Behaviouristic approach – Open-ended creative art supplies
(B) Constructivist approach – Manipulatives and experiential learning kits
(C) Humanistic approach – Rote memorization flashcards
(D) Psychoanalytical approach – Standardized mathematical worksheets

7. Which of the following is NOT a recognized benefit of using TLMs in a special education resource room?
(A) Facilitating highly individualized academic instruction based directly on the student's

Downloaded from www.pdf.tube

encyclopedia
(D) A set of uncaptioned, purely visual documentary films

23. A special educator wants to teach the concept of "different types of leaves" to a child with blindness in a primary inclusive classroom. The most appropriate TLM would be:
(A) High-resolution glossy photographs showing various botanical leaves
(B) A detailed verbal audio description explaining leaf colors and patterns
(C) A 2D printed diagram of leaf structures reproduced on standard paper
(D) Real specimens of leaves collected from the school garden

24. To support students with visual impairments in an inclusive educational setting, a strong emphasis is placed on the development and provision of:
(A) Supplementary learning materials in Braille, audio, and large print
(B) Exclusive residential specialized schools completely isolated from general education
(C) Mandatory surgical medical interventions required prior to general school admission
(D) Standard uniform printed textbooks provided without any structural modifications

25. A student with low vision in primary school struggles to read the standard textbook but refuses to use traditional magnifiers due to peer pressure. The resource teacher decides to provide a specialized TLM that is less conspicuous and highly effective. Which of the following is the best choice?
(A) Providing the full textbook text purely translated in Grade 2 Braille
(B) Removing the student from the general classroom during all reading activities
(C) A high-contrast, large-print version of the textbook
(D) Forcing the student to continuously use a bulky, outdated desktop stand magnifier

26. All of the following are appropriate TLMs for a student with visual impairment, EXCEPT:
(A) Color-coded fraction discs with no tactile differentiation
(B) Auditory balls with internal bells for physical education
(C) Embossed diagrammatic representations of the human heart
(D) Raised-line writing boards (Screen boards)

NODIA

27. Identify the INCORRECT pair regarding TLMs for visual impairment.
(A) Mobility TLM – White Cane
(B) Geometry TLM – Spur wheel and rubber mat
(C) Calculation TLM – Cranmer Abacus
(D) Reading TLM – Snellen Chart

28. For students with severe to profound hearing impairment, visual TLMs are crucial. Which of the following is an effective visual TLM for teaching chronological historical events?
(A) A recorded podcast of a historian
(B) An illustrated, color-coded timeline chart
(C) A tactile map of a battlefield
(D) A set of unlabelled historical artifacts hidden in a box

29. Sign-supported TLMs typically include:
(A) Purely auditory tone cues that beep whenever a correct answer is chosen by the student
(B) Text-heavy narrative paragraphs presented entirely without any pictorial or visual support
(C) Flashcards displaying a word, picture, and sign language illustration
(D) Standardized Braille codes superimposed directly onto abstract geometrical shapes

30. The concept of "Total Communication" in teaching students with hearing impairment necessitates the use of TLMs that:
(A) Rely exclusively on Indian Sign Language (ISL) without any supporting written text
(B) Strictly forbid the use of residual hearing and auditory amplification devices
(C) Depend solely on standard printed text materials utilized by hearing students
(D) Combine speech, lip-reading, signs, gestures, and visual aids

31. Which assistive device serves as a critical auditory TLM/support by directly amplifying sound for a student with mild to moderate sensorineural hearing loss in an inclusive classroom?
(A) FM system with a teacher-worn microphone
(B) Refreshable Braille display
(C) Augmentative and Alternative Communication (AAC) picture board
(D) Adapted pencil grip

prescribed uniformly by international special education boards
(C) The intrinsic ability of the TLM to physically degrade rapidly over time to prevent classroom clutter
(D) Designing materials that reflect real-life objects and situations encountered by the student

15. Consider the following statements regarding different types of TLMs used in special education:
I. Visual TLMs include flashcards, charts, and models.
II. Auditory TLMs are primarily beneficial for students with profound hearing impairment.
III. Tactile TLMs rely on the sense of touch and include Braille materials and embossed maps.
IV. Multisensory TLMs engage more than one sensory modality simultaneously to reinforce learning.
Which of the statements given above are correct?
(A) I, II, and III
(B) I, III, and IV
(C) II, III, and IV
(D) I, II, III, and IV

16. A teacher presents a lesson using a combination of a descriptive audio narrative and brightly coloured, large-print pictorial cards. This TLM combination is primarily designed to cater to learners with:
(A) Total blindness requiring comprehensive tactile and Braille input
(B) Specific Learning Disabilities needing dual sensory input
(C) Profound deafness requiring exclusively non-verbal visual input
(D) Severe locomotor disabilities requiring physical adapted grips

17. Which of the following is an example of a tactile TLM?
(A) An audio podcast explaining complex historical events
(B) A thermoform map with raised boundaries
(C) A standard printed textbook on environmental science
(D) A silent instructional video demonstrating an experiment

18. The VAKT (Visual, Auditory, Kinesthetic, Tactile) approach relies heavily on multisensory TLMs. This approach was famously formalized by:
(A) Samuel Orton and Anna Gillingham for dyslexia
(B) Jean Piaget in his structural theory of cognitive development
(C) B.F. Skinner in his systematic development of programmed instruction
(D) Lev Vygotsky in his socio-cultural zone of proximal development

19. Identify the correct statement regarding the application of different TLM types.
(A) Auditory TLMs are the most effective materials for teaching students with Autism who have severe auditory processing deficits
(B) Multisensory TLMs are counterproductive as they consistently cause sensory overload in all children with special needs
(C) Visual TLMs can significantly aid language comprehension in students with moderate hearing impairment
(D) Tactile TLMs should be exclusively reserved for students with visual impairment and never used with students with intellectual disabilities

20. Consider the following pairs of TLM types and their appropriate examples:
I. Visual TLM – Pegboard
II. Auditory TLM – Talking calculator
III. Kinesthetic TLM – Sandpaper letters
Which of the pairs given above is/are correctly matched?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

21. For a student with total visual impairment, which of the following tactile TLMs is essential for developing foundational mathematics concepts?
(A) A standard printed abacus workbook
(B) A brightly colored digital smartboard
(C) A Taylor Frame and arithmetic types
(D) A standard protractor with printed degree marks

22. Which of the following audio-based TLMs would be most beneficial for a secondary-level student with visual impairment studying literature?
(A) A silent graphic novel with illustrated text
(B) A DAISY formatted audiobook
(C) A traditional printed multi-volume

Click Here to Buy book on Amazon

commonly used as TLMs for children with intellectual disabilities.
Reason (R): Task analysis breaks down complex skills into smaller, manageable, and sequentially structured steps, making learning achievable.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

41. Multisensory reading and writing TLMs for students with Specific Learning Disability (Dyslexia) often involve:
(A) Rote copying of complex dictionary pages during speed drills
(B) Reading lengthy paragraphs printed in small fonts under strict time pressure
(C) Using sand trays or textured letters for tracing alphabets
(D) Exclusively relying on formal auditory lectures without supporting visual aids

42. A student with Dyscalculia is having difficulty grasping the concept of place value (ones, tens, hundreds). The most effective math manipulative TLM for this student would be:
(A) Base-ten blocks (Dienes blocks)
(B) A plain whiteboard with dry-erase markers
(C) A standard printed multiplication table
(D) A complex algebraic calculator

43. Identify the correct pair of learning disability and its corresponding appropriate TLM strategy.
(A) Dyslexia – Unlined, blank paper for free writing
(B) Dyscalculia – Intensive speed-reading flashcards
(C) Dyspraxia – Small, delicate glass manipulatives
(D) Dysgraphia – Pencil grips and raised-line paper

44. If a student with a Specific Learning Disability exhibits significant difficulty in organizing thoughts before writing an essay, which of the following TLMs logically provides the best support?
(A) A tactile metronome to monitor writing pacing
(B) A graphic organizer or mind map
(C) A heavy-weighted ergonomic writing pen
(D) A standard printed English vocabulary dictionary

45. Consider the following statements regarding TLMs for Specific Learning Disabilities (SLD):
I. Highlighted reading trackers or line guides can help students with dyslexia maintain focus on the text.
II. Calculators should never be used as TLMs for students with dyscalculia as it prevents learning.
III. Audiobooks are effective TLMs for students with reading difficulties to access grade-level content.
IV. Phonogram cards with color-coded vowels are useful for teaching phonics.
Which of the statements given above are correct?
(A) I, II, and III
(B) I, III, and IV
(C) II, III, and IV
(D) I, II, III, and IV

46. Identify the correct statement about adapting TLMs for students with Dyslexia.
(A) Printed materials should consistently use traditional serif fonts with complex typography
(B) Text should always be printed on bright white, highly reflective glossy paper for clarity
(C) Justifying text fully on both margins significantly improves readability for dyslexic students
(D) Materials should use sans-serif fonts with adequate line spacing on non-glare paper

47. Which of the following is the most appropriate assistive TLM for a high school student with severe dysgraphia during a lengthy written examination?
(A) A speech-to-text software program
(B) A thinner pencil
(C) A standard cursive handwriting workbook
(D) A magnifying glass

48. A visual schedule is a critical TLM for students with Autism Spectrum Disorder (ASD) because it:
(A) Completely cures underlying sensory processing issues across all classroom environments
(B) Provides predictability and aids in transitioning between activities
(C) Replaces the total necessity for any verbal communication utilized by the teacher

NODIA

32. In the context of TLMs for students with hearing impairment, what does "captioning" refer to?
(A) Translating spoken audio content directly into embossed tactile Braille code
(B) Providing synchronized text display of spoken dialogue on videos
(C) Slowing down the playback speed of audio tracks to increase comprehension
(D) Using loud auditory alarms to indicate structural transitions in activities

33. A teacher frequently uses videos without subtitles when teaching science to a class that includes a student with profound hearing impairment. What is the most likely effect of this TLM choice?
(A) The student will naturally develop spontaneous lip-reading skills for scientific terminology
(B) The student experiences information deprivation and gaps in understanding
(C) The student will benefit directly from visual-only input and consistently outperform peers
(D) The student's residual hearing capacity will automatically improve due to cognitive challenge

34. When selecting TLMs for a child with moderate Intellectual Disability (ID), a special educator should prioritize materials that are:
(A) Concrete, manipulative, and tied to daily experiences
(B) Highly abstract, theoretical, and heavily text-based
(C) Exclusively digital with complex software navigational menus
(D) Intended strictly for chronological age rather than developmental age

35. Consider the following statements regarding functional/life-skills TLMs for students with intellectual disabilities:
I. A simulated grocery store setup is an effective TLM for teaching money management.
II. Picture-based recipe cards serve as excellent TLMs for independent living skills.
III. Abstract algebraic equation charts are essential life-skills TLMs.
Which of the statements given above is/are correct?
(A) I only
(B) I and II only
(C) II and III only
(D) I, II, and III

36. Which of the following is the best example of a functional TLM used to teach personal hygiene to a student with severe intellectual disability?
(A) A comprehensive written essay detailing the historical development of soap making
(B) A complex 3D molecular model illustrating the chemical structures of toothpaste
(C) A detailed verbal lecture explaining the scientific importance of dental hygiene
(D) Laminated photos showing the step-by-step handwashing process

37. In a resource room, a teacher is teaching the concept of "heavy vs. light" to students with mild intellectual disability. The most appropriate TLM would be:
(A) Flashcards with the words "HEAVY" and "LIGHT"
(B) A worksheet asking students to circle the heavier object
(C) A balance scale with a real stone and a feather
(D) A video demonstrating gravitational pull on different planets

38. A 12-year-old student with moderate intellectual disability is struggling to learn time-telling using a standard analog clock face because the numbers and hands are confusing. What adapted TLM should the special educator introduce first?
(A) A highly abstract digital stopwatch with multiple technical lap timer functions
(B) A clock with color-coded hour and minute hands and numbers
(C) A traditional Roman numeral wall clock intended to simplify numeric symbols
(D) A written instructional chart detailing standard mathematical time conversions

39. To ensure skill generalization for students with intellectual disabilities, TLMs should ideally:
(A) Be restricted strictly to formal artificial classroom environments
(B) Use artificial token systems that have no practical real-world equivalent
(C) Be changed completely every single day to systematically prevent familiarity
(D) Include realia and be practiced in natural settings

40. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Task analysis boards are

Downloaded from www.pdf.tube

compensating for limited dexterity
(C) Increases the cognitive difficulty of the task
(D) Eliminates the need for any physical movement

58. Designing positioning-friendly TLM involves considering the physical posture of the student. For a student using a wheelchair with an attached tray, TLMs should preferably be:
(A) Secured to the tray using velcro or mats to prevent sliding
(B) Placed flat on the classroom floor to encourage physical stretching
(C) Placed on a high shelf out of direct reach to encourage standing up
(D) Extremely lightweight so they can easily blow away with movement

59. In an inclusive education setting, ensuring barrier-free access includes not only infrastructural ramps but also adapting the classroom learning environment. Which of the following represents a barrier-free TLM provision for a child with a locomotor disability?
(A) Providing all reading materials on high, inaccessible library shelves
(B) Mandating the use of standard floor-seating mats for all activities
(C) Refusing to modify standard examination papers
(D) Providing adjustable reading stands (book rests) and page-turners

60. A page-turner device (a stick attached to a headpiece or held in the mouth) is categorized as a/an:
(A) Augmentative and alternative speech communication device or tactile TLM
(B) Assistive TLM for accessing print materials with upper limb involvement
(C) Standardized diagnostic clinical evaluation TLM for intellectual disability
(D) Specialized physical mobility training aid designed for visual impairment

61. The primary advantage of developing Low-Cost/ No-Cost TLMs using locally available materials is that they are:
(A) Generally of lower educational pedagogical value and thus much easier to make
(B) Officially mandated to be sold for corporate profit by local school administrators
(C) Culturally familiar, easily replaceable, and cost-effective for rural schools
(D) Inherently more technologically sophisticated and advanced than commercial materials

62. Which of the following is an example of a cost-effective adaptation technique to create a tactile TLM for a child with visual impairment?
(A) Importing an extremely expensive industrial 3D printer to produce plastic models
(B) Standardizing print outputs by using a standard laser printer on regular paper
(C) Regularly purchasing specialized imported thermoform plastic sheets for assignments
(D) Gluing varied natural textures onto cardboard to create raised diagrams

63. Consider the following steps for developing a No-Cost TLM from waste materials:
I. Collecting clean, safe waste materials (e.g., empty cartons, bottle caps).
II. Identifying the specific learning objective (e.g., teaching counting).
III. Designing and assembling the material into a functional teaching aid.
IV. Using the TLM in the classroom and evaluating its effectiveness.
Which of the following represents the correct logical sequence of these steps?
(A) I, II, III, IV
(B) II, I, III, IV
(C) II, III, I, IV
(D) I, III, II, IV

NODIA

64. All of the following materials are suitable for creating safe, low-cost TLMs for a primary special education classroom EXCEPT:
(A) Washed and sanitized plastic bottle caps used for basic counting activities
(B) Unwashed medical syringes for demonstrating liquid volume
(C) Recycled old newspapers utilized for building papier-mâché science models
(D) Discarded smooth-edged cardboard boxes utilized for tactile sorting activities

65. Consider the following statements regarding low-cost TLMs:
I. Teachers can use old calendars to create number-recognition flashcards.
II. Low-cost TLMs often lack durability compared to commercial materials and may require frequent replacement.
III. Creating low-cost TLMs prevents teachers from using any commercial materials.
Which of the statements given above is/are

correct?
(A) I only
(B) I and II only
(C) II and III only
(D) I, II, and III

66. In an inclusive school, a special educator trains general teachers to create sensory mats using discarded fabric, buttons, and sponges. This practice promotes:
(A) Collaborative capacity building and sustainable practice using indigenous resources
(B) Severe systemic financial corruption and misuse of funds within school management
(C) A direct legal violation of educational mandates for standardized materials
(D) The systematic structural segregation of CWSN into isolated resource rooms

67. Using real objects (realia) as TLMs is highly advantageous in special education primarily because it:
(A) Significantly reduces the physical space required for storage in resource rooms
(B) Is consistently cheaper and easier to manufacture than visual charts or maps
(C) Bridges abstract concepts and concrete reality to enhance comprehension
(D) Completely guarantees that students will never need to master abstract concepts

68. A teacher is teaching the concept of "Fruits and Vegetables" to a mixed-ability group that includes children with moderate intellectual disability and visual impairment. What is the most pedagogically sound TLM choice?
(A) A low-resolution black-and-white photocopy depicting various common fruits
(B) Synthetic plastic, untextured, uniformly shaped commercial fruit models
(C) A purely verbal teacher recitation of an abstract poem detailing fruits
(D) Real fruits and vegetables that students can touch, smell, and taste

69. When selecting appropriate models as TLMs (e.g., a model of the solar system), the teacher must ensure that the model:
(A) Is perfectly scaled down to exact microscopic dimensions regardless of visual clarity
(B) Is constructed entirely of heavy, immovable industrial metal to permanently prevent damage
(C) Accurately represents key features without unnecessary, confusing details
(D) Is completely abstract and requires advanced higher-level imagination to correctly interpret

70. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): For a child with total blindness, a scale model of a building is an effective TLM to understand its architecture.
Reason (R): Real buildings are too large to be comprehended entirely through tactile exploration, making proportionally scaled, tactile models essential for conceptualizing large objects.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

71. A diorama created in a shoebox to depict a forest ecosystem is classified as which type of TLM?
(A) A purely auditory instructional aid
(B) A two-dimensional visual graphic aid
(C) A high-tech digital interactive aid
(D) A three-dimensional static model

72. Identify the correct pair regarding the use of real objects and models:
(A) Working Model – A functional miniature volcano demonstrating an eruption
(B) Realia – A printed photograph of a historical coin
(C) Static Model – A digital video of a beating heart
(D) Specimen – A fictional storybook about plants

73. The primary limitation of using real objects as TLMs in the classroom is:
(A) They consistently provide excessive and overwhelming auditory sensory information
(B) They are far too highly engaging and distracting for general classroom students
(C) Practicability issues like size, physical safety hazards, or perishability
(D) They align far too closely with Piaget's concrete operational stage of development

Click Here to Buy book on Flipkart

74. When designing effective educational charts for students with mild cognitive delays and learning disabilities, a teacher should:
(A) Use clear fonts, bullet points, and uncluttered relevant illustrations
(B) Use extremely dense, unbroken paragraphs of text formatted with minimal line spacing
(C) Use highly decorative, complex cursive fonts to ensure the chart looks aesthetically artistic
(D) Include at least ten different unrelated academic concepts on a single chart to save paper

75. Consider the following statements regarding Graphic Organizers:
I. They are visual representations that show the relationship between facts, concepts, or ideas.
II. Venn diagrams and mind maps are examples of graphic organizers.
III. They are particularly useful for students with ADHD and SLD for structuring thoughts before writing.
IV. They are entirely useless for students without disabilities.
Which of the statements given above are correct?
(A) I, II, and III
(B) I, III, and IV
(C) II, III, and IV
(D) I, II, III, and IV

76. Which type of graphic organizer is most appropriate as a TLM for teaching a child with special needs the chronological sequence of a historical event or a story?
(A) A hierarchical Concept Map
(B) A Timeline or Flowchart
(C) A overlapping Venn Diagram
(D) A statistical Pie Chart

77. The use of graphic organizers for concept mapping aligns strongly with which cognitive learning theory that emphasizes building upon existing schemas?
(A) Skinner's theory of Operant Conditioning
(B) Bandura's observational Social Learning Theory
(C) Ausubel's Subsumption Theory
(D) Freud's psychosexual Psychoanalytic Theory

78. Identify the correct statement about the use of pictures as TLMs for children with Autism.
(A) Pictures must always feature abstract modern art styles to stimulate creative thinking
(B) Highly detailed pictures featuring complex, visually busy backgrounds are always preferred
(C) Pictures should be flashed rapidly for less than a second to improve visual processing speed
(D) Simple photographs or line drawings with solid backgrounds are most effective

79. A resource teacher uses a semantic mapping chart to help a student with a language disorder expand their vocabulary related to the word "Transportation." This application of TLM primarily targets which language component?
(A) Semantics
(B) Phonology
(C) Syntax
(D) Pragmatics

80. Consider the following statements regarding Braille materials as TLMs:
I. Braille is a tactile writing system used by people who are visually impaired.
II. The standard Braille cell consists of 8 dots arranged in two columns of four.
III. Braille reading materials require thicker paper than standard printing paper to maintain the embossed dots.
Which of the statements given above is/are correct?
(A) I only
(B) I and III only
(C) II and III only
(D) I, II, and III

81. Braille reading materials are produced using specific devices. Which of the following is NOT typically used to create tactile Braille TLMs?
(A) Braille Slate and Stylus
(B) Audiometer
(C) Perkins Brailler
(D) Thermoform Machine

82. For a young child with a visual impairment who is not yet ready for formal Braille reading (pre-Braille stage), which of the following tactile TLMs is most appropriate?
(A) Tactile discrimination boards featuring varied contrasting textures
(B) A comprehensive high school level standardized Braille dictionary
(C) An advanced technical audio recording of a

Downloaded from www.pdf.tube

complex calculus lecture
(D) Standardized printed visual alphabet reading and writing flashcards

83. Identify the correct pair regarding tactile TLMs.
(A) Raised-line drawing board – Used by individuals with hearing impairment to learn speech
(B) Signature guide – Used by individuals with intellectual disability to learn spelling
(C) Tactile map – Uses varying textures and raised boundaries to teach geography to students with visual impairment
(D) Abacus – Used exclusively for teaching reading skills

84. All of the following are considerations when designing textured/embossed objects for students with visual impairment EXCEPT:
(A) Ensuring the textures used are distinctly different from one another to avoid confusion
(B) Ensuring the raised lines are high enough to be easily felt by fingertips
(C) Keeping the tactile display uncluttered to avoid tactile overload
(D) Using highly reflective, glossy colors to enhance the tactile experience

85. A student with deafblindness relies entirely on tactile input for learning and communication. The special educator uses objects of reference (e.g., handing the child a spoon to indicate lunchtime). In this scenario, the spoon acts as a:
(A) Irrelevant distractor object
(B) Structured visual schedule
(C) Tactile AAC material
(D) Standardized assessment tool

86. The process of reproducing tactile graphics in multiple copies using heat and special plastic sheets over a master mold is known as:
(A) Screen printing
(B) Thermoforming
(C) Photocopying
(D) Laminating

87. Recorded lessons and audiobooks are crucial TLMs. For a student with a severe reading disability (Dyslexia), what is the primary benefit of using an audiobook alongside a printed text?
(A) It permanently eliminates any future requirement for the student to look at printed words
(B) It clinically cures the underlying neurological and cognitive cause of reading dyslexia
(C) It strictly improves their manual motor writing skills and pencil grasp mechanics
(D) It bypasses decoding difficulties to access age-appropriate comprehension

88. "Audio Description" is a specialized technique used in educational videos where a narrator describes crucial visual elements (actions, costumes, facial expressions) during natural pauses in the audio track. This TLM adaptation is primarily designed for:
(A) Students with visual impairment
(B) Students with profound hearing impairment
(C) Students with speech articulation disorders
(D) Students with mild orthopaedic disabilities

89. A resource teacher creates a repository of MP3 audio recordings summarizing key concepts from a history textbook. This audio-based TLM bank will be most beneficial for which groups of CWSN?
(A) Enrolled students presenting with severe and profound hearing impairment
(B) Students diagnosed exclusively with expressive spoken language disorders
(C) Students with visual impairments and reading learning disabilities
(D) Students with locomotor disabilities having no cognitive or sensory impairments

NODIA

90. If a teacher heavily relies on audio-based TLMs (like podcasts and recorded lectures) without any visual support, which student in an inclusive classroom will be at the highest disadvantage?
(A) A student with severe hearing loss
(B) A student presenting with a physical orthopaedic impairment
(C) A student diagnosed with complete and total blindness
(D) A student experiencing a mild academic reading disability

91. Identify the INCORRECT statement regarding the use of audio-based TLMs.
(A) High background noise in an audio recording can severely distract students with Attention Deficit Hyperactivity Disorder (ADHD)
(B) Audio materials should have a clear, well-paced voice with appropriate intonation
(C) DAISY format audiobooks allow for structured navigation through chapters and headings
(D) Audiobooks cannot be paused or rewound,

making them inflexible for self-paced learning

92. The integration of text-to-speech (TTS) software on school computers serves as a dynamic audio-based TLM. TTS is fundamentally an example of:
(A) Low-tech assistive technology
(B) High-tech assistive technology
(C) Medical rehabilitation technology
(D) Orthotic intervention

93. Interactive digital content, such as educational apps and smartboard games, often incorporates immediate feedback mechanisms (e.g., a pleasant sound or visual reward for a correct answer). This feature is particularly effective for sustaining motivation in CWSN and is rooted in:
(A) Classical conditioning principles
(B) Psychoanalytic theory
(C) Operant conditioning principles
(D) Ecological systems theory

94. Multimedia presentation tools (like PowerPoint) can be highly effective TLMs in an inclusive classroom if designed properly. Which of the following is a key UDL (Universal Design for Learning) principle to follow when creating a multimedia presentation?
(A) Ensure information is presented strictly in text-only format to systematically avoid confusion
(B) Use rapidly flashing animated graphics on every slide to keep students consistently alert
(C) Use very small, low-contrast typography across slides to continually test visual acuity
(D) Provide multiple means of representation by combining text, images, and audio

95. Consider the following statements regarding digital TLMs:
I. Augmented Reality (AR) apps can bring 3D models into the physical classroom space, aiding concrete learners.
II. Screen reading software (like JAWS or NVDA) is an essential digital access TLM for visually impaired students.
III. Digital TLMs inherently solve all behavioral issues in children with Autism.
Which of the statements given above is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

96. The Universal Design for Learning (UDL) framework advocates for flexible digital TLMs. Which feature of a digital textbook aligns best with UDL principles?
(A) A rigidly locked PDF electronic document format that cannot be modified by users
(B) Customizable settings for font size, contrast, and text-to-speech
(C) A mandatory, non-adjustable timed countdown limit enforced for reading each page
(D) Content published exclusively in English regardless of the learner's native tongue

97. Which assistive digital TLM allows a student with severe physical disabilities (who cannot use a standard keyboard or mouse) to control a computer and access digital learning materials?
(A) Standard optical mouse
(B) Eye-tracking software and switch access devices
(C) Standard QWERTY keyboard
(D) A standard touchscreen monitor placed out of reach

98. A special educator notices that a student with ADHD becomes easily distracted during traditional paper-and-pencil math drills. The teacher introduces a gamified math app on a tablet that breaks tasks into short bursts with interactive visual rewards. This change in TLM primarily addresses:
(A) Need for sustained attention, immediate reinforcement, and chunked tasks
(B) The student's significant lack of fine motor control and physical dexterity skills
(C) The student's severe visual impairment requiring specialized tactile adaptations
(D) The student's complete cognitive inability to understand basic mathematical numbers

99. Modifying off-the-shelf, commercially available board games (like Snakes and Ladders) to include Braille markings and textured surfaces is an example of:
(A) Fabricating an entirely new, indigenous tactile TLM from raw waste materials
(B) Illegally misusing copyrighted commercial publishing property in the classroom
(C) Adapting an existing commercial TLM for visual impairment

Click Here to Buy book on Amazon

children with Autism.
Reason (R): Utilizing culturally familiar materials captures the child's interest, reduces the cognitive load of interpreting alien contexts, and makes the learning process more meaningful and engaging.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

131. The integration of community resources into special education pedagogy strongly reflects the philosophy of:
(A) Historical institutionalization and social segregation
(B) Clinical medicalization and diagnosis of disability
(C) Inclusive education and ecological perspective
(D) Social eugenics and selective human breeding

132. What is a primary psychological benefit of involving a student with a mild disability in the co-creation of their own TLM (e.g., having them help paint or cut out shapes for a learning game)?
(A) It significantly reduces the professional baseline financial salary of the teacher
(B) It guarantees that the constructed physical material will be professionally flawless
(C) It completely replaces any structural requirement for formal academic instruction
(D) It fosters ownership, boosts self-esteem, and increases learning motivation

133. A practical classroom activity for co-creating TLMs with students who have Specific Learning Disabilities could be:
(A) Forcing students to read a highly complex technical manual on commercial manufacturing
(B) Requiring students to sit completely silently while the teacher fabricates all materials
(C) Creating a personal dictionary or word wall using cards and drawings
(D) Expecting students to independently repair complex high-tech electronic assistive devices

134. In an inclusive classroom setting, having typically developing peers and CWSN work collaboratively to build a 3D model for a science project serves to:
(A) Completely isolate the CWSN further from general social classroom activities
(B) Promote peer tutoring, social inclusion, and generate a functional TLM
(C) Substantially decrease the baseline academic rigor of the general curriculum
(D) Directly violate the mandatory, highly individualized legal nature of the IEP

135. Consider the following statements regarding student involvement in TLM creation:
I. It allows the teacher to informally assess the student's current motor and cognitive skills during the creation process.
II. Student-created TLMs often reflect the student's personal interests, making them highly motivating.
III. Students with severe profound intellectual disabilities must always independently design and build their own complex TLMs.
Which of the statements given above is/are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II, and III

136. If a child with Dyslexia is involved in creating a set of sandpaper letters, they are not only producing a TLM for future use but are also engaging in:
(A) Kinesthetic and tactile learning of letter shapes
(B) Intensive auditory sound processing and discrimination training
(C) Abstract mathematical logic and quantitative problem-solving
(D) Advanced grammatical syntax and sentence structure formulation

137. A common error made by novice special educators when developing TLMs is "overcomplicating the design." This typically results in:
(A) The target student successfully mastering multiple advanced concepts simultaneously
(B) The manufactured physical TLM automatically becoming exceptionally durable over time
(C) Cognitive overload, distracting the student from the core objective
(D) An immediate, statistically significant increase in the student's overall IQ test score

NODIA

child
(B) Fragile and easily breakable in order to forcibly demonstrate physical cause and effect
(C) Entirely abstract and presented completely without supporting contextual visual cues
(D) Structurally clear, predictable, and free from distracting stimuli

108. Why is the "pilot-testing" step essential in TLM development?
(A) To conclusively prove to the school administration that the resource teacher is actively working
(B) To identify unforeseen flaws or safety issues before finalizing the material
(C) To formally grade and evaluate the target student's academic performance immediately
(D) To commercially market and sell the fabricated prototype to general education teachers

109. After pilot-testing a newly created tactile counting board with a blind student, the teacher notices the raised dots are too close together, causing the student to miscount. The appropriate next step in the development cycle is:
(A) Scrapping the project entirely and permanently reverting to auditory instructional methods only
(B) Forcing the student to repeatedly practice harder until they eventually get the count right
(C) Refinement: Adjusting dot spacing based on feedback and re-testing
(D) Attributing failure entirely to the student's personal tactile sensitivity limitations

110. Consider the following statements regarding the steps of developing a new TLM:
I. The chronological age and developmental age of the learner must both be considered during the design phase.
II. Safety and non-toxicity checks should only be done after the TLM is finalized and in use.
III. Feedback from the learner, if possible, is a valuable component of the refinement step.
Which of the statements given above is/are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II, and III

111. Consider the following steps of TLM development:
I. Designing and fabricating the prototype.
II. Formulating specific instructional objectives (Needs Assessment).
III. Final implementation and continuous evaluation.
IV. Pilot testing the prototype with the learner and refining it.
Which of the following represents the correct systematic order of these steps?
(A) II, I, IV, III
(B) I, II, III, IV
(C) II, IV, I, III
(D) I, III, II, IV

112. A special education student is tasked with creating a TLM for teaching "Money Concept" to a child with mild intellectual disability. During the needs assessment, she finds the child cannot identify coins. What should be her immediate design focus for the TLM?
(A) Fabricating abstract toy paper currency formatted in high denominations of thousands
(B) Developing a sorting tray with real coins to teach physical discrimination
(C) Designing an advanced digital application analyzing international currency exchange rates
(D) Writing a comprehensive theoretical essay detailing the historical development of currency

113. When evaluating the effectiveness of a TLM in a special education setting, the most important criterion is whether the TLM:
(A) Is highly aesthetically pleasing and presents a completely professional finish
(B) Successfully assists the learner in achieving specific IEP objectives
(C) Costs a significant amount of money from school funds, thereby proving its high quality
(D) Can be universally utilized by every single enrolled student throughout the school

114. Establishing feedback mechanisms from both learners and co-teachers regarding a TLM is important because:
(A) It provides insights into usability, durability, and impact across settings
(B) It conveniently shifts professional blame to the family if the target student fails to learn
(C) It fulfills a mandatory administrative requirement enforced for annual license

Downloaded from www.pdf.tube

(D) Strictly implementing a traditional medical model of disability intervention

100. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Adapting existing commercial TLMs is often more practical for resource teachers than creating every material from scratch.
Reason (R): Modifying commercial materials saves time while still allowing the teacher to individualize the resource to meet the specific sensory, cognitive, or physical needs of the learner.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

101. When analyzing the cost vs. benefit of adapting a commercial TLM versus custom-making one, a special educator should consider:
(A) Exclusively calculating the financial cost of purchasing raw retail materials
(B) The overall aesthetic visual appeal to non-disabled general education students
(C) Time required, product durability, and alignment with IEP goals
(D) Determining whether the finished customized material can be resold for profit later

102. "Bypass strategies" in TLM adaptation involve altering the material so the student can circumvent their deficit while still engaging with the concept. Which of the following is a bypass adaptation for a student with severe dysgraphia?
(A) Strictly forcing the student to use a heavily weighted ergonomic pencil during class
(B) Providing guided notes to reduce the physical writing load
(C) Giving the student additional blank practice sheets to continuously practice cursive writing
(D) Removing the student completely from the general classroom setting during note-taking periods

103. Which is the most logical first step when adapting a standard textbook for a student with moderate intellectual disability?
(A) Immediately translating and completely rewriting the entire textbook into a foreign language
(B) Highlighting literally every single printed word on the page using a bright fluorescent marker
(C) Systematically tearing out complex textbook pages without first reviewing educational content
(D) Simplifying core vocabulary and breaking text into bulleted points with pictures

104. In an inclusive classroom, providing adapted TLMs (like modified scissors for a child with poor fine motor skills) ensures adherence to which core principle?
(A) Equity and equal participation
(B) Structural educational segregation
(C) Institutional charity and pity
(D) Standardization of academic learning outcomes

105. Consider the following examples of TLM adaptations:
I. Adding a thick foam grip to a pen.
II. Attaching velcro to the back of puzzle pieces to keep them from sliding.
III. Translating a text into Braille.
IV. Highlighting key mathematical operational signs (+, -) in different colors.
Which of the above adaptations are specifically beneficial for physical/locomotor control and positioning?
(A) I and II only
(B) III and IV only
(C) I, II, and IV only
(D) I, II, III, and IV

106. The first and most critical step in developing a new TLM for a specific Child with Special Needs (CWSN) is:
(A) Conducting a needs assessment based on current functioning and IEP goals
(B) Purchasing expensive commercial raw materials from international educational vendors
(C) Mass producing the initial material prototype for distribution across the school
(D) Decorating the resource room environment with commercially bought art displays

107. During the design phase of a new TLM for a child with Autism, the special educator must specifically ensure that the material is:
(A) Highly cluttered with multiple competing sensory inputs to artificially desensitize the

NODIA

122. Hygiene considerations are particularly critical for TLMs used by children with severe developmental delays who exhibit drooling or mouthing behaviors. Which material is easiest to maintain in such a context?
(A) Washable plastics or laminated cards
(B) Unsealed cardboard
(C) Raw, untreated wood
(D) Stuffed fabric toys without removable covers

123. Under an inclusive education framework, Resource Rooms at the block level are equipped with specialized TLMs and therapeutic equipment. Who is primarily responsible for the proper utilization and maintenance of these block-level resource room materials?
(A) The appointed District Magistrate
(B) The elected village Sarpanch
(C) General education classroom students
(D) The Block Resource Person (BRP-CWSN)

124. Proper storage of batteries removed from auditory TLMs (like FM systems or talking calculators) during long school vacations prevents:
(A) The complex electronic device from becoming technologically outdated
(B) Chemical leakage and corrosion of internal contacts
(C) Unauthorized theft of external batteries by general classroom students
(D) The internal operating software device from acquiring digital viruses

125. Consider the following statements about TLM resource management:
I. A digital catalog or inventory log helps track borrowed TLMs in an inclusive school.
II. Magnetic TLMs should be stored away from electronic storage devices to prevent data loss.
III. Once a TLM is slightly damaged, it must be immediately incinerated.
Which of the statements given above is/are correct?
(A) I only
(B) I and II only
(C) II and III only
(D) I, II, and III

126. Using community resources for TLM development in rural areas might involve:
(A) Directly importing highly advanced specialized robotics kits from major urban centers
(B) Completely ignoring local context while exclusively deploying abstract digital applications
(C) Legally mandating all enrolled parents to purchase expensive commercial training kits
(D) Utilizing local items and artisans to create relevant sorting materials

127. Involving local artisans (e.g., potters, carpenters) in creating TLMs for a resource room is an example of:
(A) Community-Based Rehabilitation principles fostering local sustainability
(B) Inappropriately wasting allocated school financial funds on non-educational external personnel
(C) Directly violating national curriculum framework mandates
(D) Promoting a purely clinical and restrictive medical model approach to special education

128. A special educator in a village school wants to teach the concept of "Occupations" to students with mild intellectual disabilities. Instead of using printed flashcards, the teacher arranges a supervised visit to the local potter and blacksmith. In this context, the community environment is acting as:
(A) An unnecessary physical distraction from formal academic education
(B) An experiential TLM promoting concrete learning and integration
(C) A permanent structural substitute for segregated special schools
(D) A direct legal violation of mandatory school safety protocols

129. Identify the INCORRECT pair regarding the use of local resources as TLM:
(A) Local Flora (leaves, bark) – Tactile differentiation TLM for VI
(B) Local high-tension power lines – Mobility training TLM for VI
(C) Local Sand/Clay – Sensory integration and fine motor TLM
(D) Local folk songs/music – Auditory TLM for teaching rhythm and language

130. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Culturally specific TLMs, such as using traditional puppets (like Kathputli), can be highly effective in teaching social stories to

Click Here to Buy book on Flipkart

renewal
(D) It primarily serves to generate excessive and unnecessary administrative paperwork for staff

115. A general education teacher reports to the special educator that the newly provided modified reading chart for a student with low vision is "not working" because the student still leans extremely close to the desk. What does this evaluation suggest?
(A) The provided TLM is completely adequate; the target student is simply displaying stubbornness
(B) The student should immediately be removed from inclusive education and sent to a special school
(C) Font size or contrast remains insufficient, or optical devices are required
(D) The instructional teacher should permanently cease using any visual charts during lessons

116. Which of the following is the BEST indicator that a behavioral TLM (such as a token economy chart) is effective for a student with ADHD?
(A) The behavior chart looks exceptionally colorful, decorative, and visually attractive on the classroom wall
(B) The target student frequently plays with and manipulates the physical tokens during free time
(C) The student's parents purchased the chart from an exclusive, highly expensive commercial educational vendor
(D) Measurable decrease in disruptive behavior and increase in on-task behavior over time

117. The concept of "Formative Evaluation" applied to TLM usage means:
(A) Summatively assessing the TLM's educational effectiveness only at the very end of the school year
(B) Formally evaluating only the physical construction, material durability, and shape of the TLM
(C) Monitoring TLM effectiveness during instruction and making ongoing adjustments
(D) Formally standardizing the TLM design specifications for uniform national distribution

118. Which of the following is a NEGATIVE indicator (a sign of ineffectiveness) when evaluating a TLM for a child with Autism?
(A) The child engages completely independently with the presented material during structured tasks
(B) The child shows increased stimming or distress due to sensory overload
(C) The child successfully completes the assigned learning task correctly without prompts
(D) The child transitions smoothly to the subsequent classroom activity after completing use

119. Organizing a TLM Resource Bank in an inclusive school is best achieved by:
(A) Indiscriminately throwing all physical materials into a single large storage bin to minimize room space
(B) Securely keeping all specialized materials locked inside the principal's main office permanently
(C) Freely allowing students to take all materials home permanently without maintaining checkout tracking
(D) Systematically indexing materials by subject and need for easy teacher retrieval

120. Consider the following practices regarding the storage and maintenance of TLMs:
I. Using clear, labeled, and transparent storage boxes.
II. Regularly inspecting tactile materials for wear and tear, as smoothed-out Braille or flattened textures lose their educational value.
III. Storing electronic assistive devices in damp, humid environments.
IV. Disinfecting manipulative materials frequently, especially those used by children who tend to mouth objects.
Which of the practices given above are correct?
(A) I, II, and III
(B) I, II, and IV
(C) II, III, and IV
(D) I, III, and IV

121. Regular maintenance of a Perkins Brailler is crucial because:
(A) It relies continuously on complex internal software operating system updates
(B) Its high-capacity internal battery system strictly needs to be recharged daily
(C) Dust and residue clog embossing pins, causing missing Braille dots
(D) The high-definition display screen resolution degrades significantly over time

NODIA

138. A teacher creates a beautiful, highly detailed, visually dense chart on "The Water Cycle" for a child with a severe learning disability and attention deficit. The child looks at it once, gets overwhelmed, and refuses to look at it again. What is the primary error in this TLM's development?

(A) Mismatch between visual complexity and the learner's processing capacity
(B) The physical chart was simply not expensive or commercially manufactured enough
(C) The visual chart should have included dense explanatory text alongside all pictures
(D) The classroom teacher failed to incorporate enough bright, highly reflective neon colors

139. Which of the following represents a mismatch between TLM format and learner ability?

(A) Providing a large-print customized textbook to a primary school student presenting with low vision
(B) Systematically using a visual daily schedule board for a non-verbal student with Autism
(C) Providing an audio talking calculator device to a student presenting with total blindness
(D) Using unadapted small puzzle pieces for a student with severe spasticity

140. To avoid common errors in TLM selection and use in a special education classroom, the teacher's primary guiding document should always be:

(A) The school administration's official annual financial budget report
(B) The student's Individualized Education Programme (IEP)
(C) The latest commercial catalogue distributed by an educational supply company
(D) The standard state curriculum textbook designed for typically developing peers

****

NODIA

instruction is rooted in concrete reality. Selecting learning materials that are tangible, manipulative, and directly connected to everyday functional experiences helps bridge cognitive processing gaps. These hands-on resources reduce reliance on abstract reasoning, allowing students to grasp essential functional concepts successfully.

35. (B) I and II only
Functional life-skills materials focus on practical daily activities that foster personal independence for individuals with intellectual disabilities. Simulated grocery store setups teach real-world monetary transactions, and visual recipe cards facilitate independent cooking routines. Conversely, abstract algebraic charts hold limited functional utility for everyday living and do not support foundational life-skills instruction.

36. (D) Laminated photos showing the step-by-step handwashing process
Teaching personal hygiene skills to learners with severe intellectual disabilities requires concrete, sequential visual cues. Laminated step-by-step photographs clearly depict each distinct action required for thorough handwashing. This visual task breakdown simplifies complex routines, supports sequential learning, allows easy cleaning after water contact, and promotes independent self-care performance.

37. (C) A balance scale with a real stone and a feather
Understanding physical attributes such as weight requires direct sensory feedback for learners with cognitive delays. Utilizing a balance scale with a real stone and a feather provides immediate, observable visual and physical evidence of weight contrast. This hands-on experience transforms abstract comparative vocabulary into a clear, concrete physical reality.

38. (B) A clock with color-coded hour and minute hands and numbers
Telling time on an analog clock requires differentiating between hour and minute indicators, which can confuse learners with intellectual disabilities. Introducing a clock with color-coded hands and corresponding numbers visually separates distinct time units. This structured adaptation minimizes perceptual confusion, simplifies visual discrimination, and scaffolds step-by-step clock reading acquisition.

39. (D) Include realia and be practiced in natural settings
Skill generalization presents a major challenge for individuals with intellectual disabilities, who often struggle to apply classroom knowledge elsewhere. Utilizing real objects and conducting practice routines in authentic natural environments ensures that context cues remain consistent. This ecological approach facilitates the transfer of learned skills directly to real-life daily activities and functional settings.

40. (A) Both A and R are true and R is the correct explanation of A
Task analysis boards serve as vital instructional aids for individuals with intellectual disabilities by displaying broken-down skill sequences visually. Dismantling complex tasks into small, sequential sub-steps reduces cognitive load and provides manageable learning increments. This systematic visual structure enables learners to master each step progressively and achieve overall functional task independence.

41. (C) Using sand trays or textured letters for tracing alphabets
Multisensory literacy instruction for students with dyslexia engages multiple sensory pathways simultaneously to reinforce letter-sound connections. Tracing letters in sand trays or over textured surfaces combines tactile sensation and motor movement with visual letter recognition. This kinesthetic feedback strengthens neurological pathways, improving visual-spatial letter recall and accurate handwriting production.

42. (A) Base-ten blocks (Dienes blocks)
Base-ten blocks provide a concrete physical representation of place value mathematical structure, including units, rods, and flats. For students with dyscalculia who struggle with numerical abstraction, manipulating these concrete blocks visually and tangibly demonstrates how ones combine into tens and hundreds. This hands-on experience develops foundational number sense and spatial mathematical reasoning.

43. (D) Dysgraphia – Pencil grips and raised-line paper
Dysgraphia is a specific learning disability affecting fine motor writing execution, spatial alignment, and graphic reproduction. Providing specialized pencil grips improves finger

Downloaded from www.pdf.tube

the cognitive overload associated with complex, highly technical digital interfaces.

9. (C) Focus on a single educational objective at a time to avoid cognitive overload
The principle of simplicity and clarity in instructional material design dictates that learning aids should maintain a single, transparent educational focus. Limiting unnecessary visual or cognitive distractions prevents sensory overload in children with special needs. Concentrating on one objective at a time allows learners to process information efficiently, build essential concepts step-by-step, and retain knowledge successfully.

10. (A) Both A and R are true and R is the correct explanation of A
Early intervention settings require strict adherence to physical safety standards due to young children's developmental characteristics and motor exploration. Utilizing non-toxic substances and smooth, rounded edges directly reflects the fundamental principles of material durability and safety. These safety measures ensure that instructional aids withstand rigorous handling while preventing physical injury to vulnerable young learners.

11. (D) Washable, heavy-duty silicone manipulative blocks
Selecting materials for learners who exhibit sensory seeking behaviors, mouthing, or throwing requires prioritizing safety, hygiene, and physical durability. Washable, heavy-duty silicone blocks provide robust resistance against damage, present zero choking or cutting risks, and allow thorough sanitization. These attributes ensure the material remains physically safe and highly durable under demanding classroom conditions.

12. (B) The aesthetic appeal of a TLM should override its functional educational purpose
Developing sound educational materials requires prioritizing functional utility and pedagogical alignment above visual decoration. While visual attractiveness can enhance initial student interest, aesthetic elements must never compromise clarity or override primary learning objectives. Instructional resources must remain functional, age-appropriate, durable, and directly tailored to support the specific cognitive and developmental goals of the student.

13. (C) The materials should be versatile, age-appropriate, and aligned with diverse CWSN needs
Resource rooms established under official inclusive education schemes serve a broad spectrum of learners with varied sensory, cognitive, and physical capabilities. Materials selected for these centers must demonstrate high versatility, age-appropriateness, and direct alignment with diverse learning requirements. This ensures that instructional resources effectively support customized goals across multiple developmental domains and subject areas.

NODIA

14. (D) Designing materials that reflect real-life objects and situations encountered by the student
Ecological validity in learning material design emphasizes the practical relevance of instructional aids to a student's natural environment. Materials exhibiting high ecological validity utilize real-life context, everyday objects, and realistic scenarios. This alignment ensures that skills acquired during classroom instruction smoothly transfer to daily routines, functional living environments, and independent community settings.

15. (B) I, III, and IV
Educational materials are classified based on sensory modalities utilized during instruction. Visual materials encompass flashcards and models, while tactile aids include Braille texts and embossed maps. Multisensory resources simultaneously stimulate multiple sensory channels to reinforce understanding. Conversely, purely auditory materials are ineffective for individuals with profound hearing loss, as they require visual or tactile modalities to access information.

16. (B) Specific Learning Disabilities needing dual sensory input
Combining descriptive audio narration with clear, large-print pictorial cards offers dual-sensory reinforcement through simultaneous visual and auditory processing. This instructional pairing is exceptionally beneficial for students with specific learning disabilities, such as dyslexia. Simultaneous multisensory presentation helps circumvent single-channel processing deficits, improves reading comprehension, and stabilizes focus during academic tasks.

ANSWERS

1. (B) Any instructional resource utilized by teachers to facilitate learning and concept acquisition
Teaching Learning Materials encompass a wide range of instructional resources, tools, and media that educators use to support student learning. These materials serve to clarify complex concepts, engage multiple senses, foster active participation, and promote meaningful concept acquisition across diverse educational settings. They adapt learning experiences to accommodate individual student needs effectively.

2. (A) They provide alternative sensory modalities to compensate for specific learning deficits
Special and inclusive classrooms cater to learners with varied cognitive, sensory, and motor profiles. Instructional materials hold heightened significance in these environments because they offer alternative sensory modalities, such as tactile, visual, or auditory representations. These adapted pathways compensate for specific learning deficits, bridging instructional gaps and enabling equal access to core curricular content.

3. (A) Section 16
Section 16 of the Rights of Persons with Disabilities Act 2016 explicitly outlines the duties of educational institutions regarding inclusive education. It mandates appropriate governments and local authorities to provide free textbooks, dedicated learning materials, and suitable assistive devices to students with benchmark disabilities up to eighteen years of age, ensuring equitable educational opportunities.

4. (D) Effective TLMs support Universal Design for Learning (UDL) by offering multiple means of representation
Universal Design for Learning emphasizes creating flexible educational environments that accommodate diverse learning needs. Effective instructional materials support this framework by providing multiple means of representation, allowing information to be presented through varied modalities. This inclusive pedagogical strategy ensures that students with differing abilities, preferences, and sensory profiles can access and comprehend academic concepts.

5. (C) I and III only
Instructional materials in inclusive settings play a vital role in pedagogical abstraction and learner engagement. They systematically break down complex, abstract theoretical concepts into concrete, tangible experiences for diverse learners. Furthermore, multisensory and interactive materials are highly effective in capturing sustained attention and boosting intrinsic motivation among students with attention deficits and executive dysfunction.

6. (B) Constructivist approach – Manipulatives and experiential learning kits
The constructivist approach to education posits that learners actively build knowledge through direct interaction with their physical and social environment. Consequently, constructivist pedagogy relies heavily on hands-on manipulatives, interactive models, and experiential learning kits. These tangible materials enable children with special needs to explore abstract concepts actively, experiment, and construct individual cognitive understanding.

7. (D) Eliminating the basic necessity of peer interactions within general inclusive classrooms
Resource room learning materials enhance individual learning by facilitating tailored instruction based on individualized education programs, reducing reliance on repetitive verbal prompting, and improving concept retention through multisensory engagement. However, these instructional aids are designed to empower learners rather than replace essential social interactions or isolate students from peer engagement within inclusive educational environments.

8. (A) Introduce a simple, tangible wooden fraction puzzle with contrasting colors and durable edges
Effective learning material design for children with intellectual disabilities prioritizes concrete representation, visual clarity, and tactile simplicity. A tangible wooden fraction puzzle with contrasting colors and durable edges provides direct physical manipulation. This hands-on material bridges abstract mathematical ideas and real-world understanding while avoiding

Click Here to Buy book on Amazon

independently alongside peers in general classroom activities.

26. (A) Color-coded fraction discs with no tactile differentiation
Learning materials designed for visually impaired students must incorporate non-visual discriminators. Color-coded fraction discs lacking raised lines, distinct surface textures, or Braille labels rely exclusively on visual acuity, making them entirely inaccessible to blind learners. Appropriate tactile aids require embossed boundaries, raised figures, or auditory feedback to facilitate meaningful conceptual understanding.

27. (D) Reading TLM – Snellen Chart
The Snellen Chart is a standardized clinical assessment tool used by eye care professionals to measure visual acuity, not a pedagogical teaching-learning material for reading instruction. Conversely, white canes assist physical mobility, spur wheels create tactile lines for geometry, and the Cranmer Abacus provides physical calculation support for visually impaired individuals.

28. (B) An illustrated, color-coded timeline chart
Students with severe to profound hearing loss depend primarily on visual information channels to comprehend complex abstract concepts. An illustrated, color-coded timeline chart visually organizes historical events in chronological order using clear graphics, temporal sequences, and color categorization. This explicit visual structure compensates for auditory instructional gaps and clarifies historical relationships effectively.

29. (C) Flashcards displaying a word, picture, and sign language illustration
Sign-supported instructional aids combine visual literacy elements with formal manual communication symbols. Flashcards featuring printed words, corresponding contextual pictures, and sign language handshape illustrations provide comprehensive visual reinforcement. This multi-modal visual representation supports vocabulary acquisition, enhances conceptual associations, and strengthens expressive and receptive language development in students with hearing impairment.

30. (D) Combine speech, lip-reading, signs, gestures, and visual aids
The Total Communication philosophy advocates utilizing all available communication modes to maximize language comprehension and production for individuals with hearing impairment. Instructional materials aligned with this approach flexibly integrate spoken language, lip-reading cues, formal sign language, gestures, finger-spelling, and rich visual aids. This flexible environment ensures that each learner receives accessible information tailored to their individual abilities.

31. (A) FM system with a teacher-worn microphone
An FM system is a specialized auditory assistive device designed to capture speech directly from a teacher-worn microphone and transmit it to a student's receiver or hearing aid. By delivering amplified acoustic signals directly to the student's ears, it minimizes background classroom noise and acoustic distance, significantly improving sound clarity for learners with sensorineural hearing loss.

32. (B) Providing synchronized text display of spoken dialogue on videos
Captioning in educational media refers to presenting synchronized text on screen that displays spoken dialogue, narration, and sound effects. This visual representation allows students with hearing impairment to follow video content seamlessly alongside their hearing peers. Captioning bridges auditory barriers, enhances literacy skills, and ensures equitable access to digital learning materials.

33. (B) The student experiences information deprivation and gaps in understanding
Utilizing video materials lacking text captions or sign interpretation isolates students with profound hearing loss from essential auditory dialogue and commentary. Without accessible visual text translation, the student experiences significant information deprivation and conceptual gaps. Ensuring synchronized captions or visual transcripts is mandatory to maintain equitable learning opportunities within inclusive environments.

NODIA

34. (A) Concrete, manipulative, and tied to daily experiences
Learners with moderate intellectual disabilities process information most effectively when

17. (B) A thermoform map with raised boundaries
Tactile learning materials rely on the sense of touch to convey spatial and conceptual information. A thermoform map with raised boundaries and varied surface textures allows individuals, particularly those with visual impairments, to systematically explore geographical features through touch. This tactile input replaces visual information, enabling accurate spatial mapping and spatial concept formation.

18. (A) Samuel Orton and Anna Gillingham for dyslexia
The VAKT approach was pioneeringly formalized by Samuel Orton and Anna Gillingham to support individuals with reading disabilities and dyslexia. This structured multisensory technique simultaneously engages visual, auditory, kinesthetic, and tactile pathways. Connecting visual letter forms, auditory sounds, and physical motor movements significantly strengthens memory trace formation and letter-sound association during literacy instruction.

19. (C) Visual TLMs can significantly aid language comprehension in students with moderate hearing impairment
Students with moderate hearing impairment rely extensively on visual input to supplement incomplete auditory information. Visual instructional materials, such as illustrated diagrams, printed text, graphic organizers, and sign language media, provide direct conceptual support. These visual resources bridge auditory processing gaps, enhance language comprehension, and ensure active participation in inclusive classroom activities.

20. (B) II and III only
Auditory learning aids, such as talking calculators, provide essential acoustic feedback for mathematical operations. Kinesthetic aids, including sandpaper letters, engage fine motor pathways and touch awareness to reinforce letter formation through movement. Conversely, pegboards primarily function as manipulative kinesthetic and tactile aids for motor coordination rather than purely visual instructional tools.

21. (C) A Taylor Frame and arithmetic types
The Taylor Frame, paired with metal arithmetic types, is an indispensable tactile apparatus for students with total visual impairment. It features a grid with star-shaped sockets allowing types to be positioned at various angles, representing numbers and operational symbols. This tangible system enables blind learners to independently arrange, execute, and solve complex mathematical computations.

22. (B) A DAISY formatted audiobook
DAISY formatted audiobooks provide structured digital audio accessibility designed for individuals with severe visual impairments. This format allows seamless navigation across chapters, sections, paragraphs, and pages, mirroring traditional print book navigation. Secondary students can independently study complex literary works, skip to specific references, and control playback parameters to match their learning pace.

23. (D) Real specimens of leaves collected from the school garden
Teaching natural science concepts to students with total blindness requires direct, hands-on exploration of natural objects. Utilizing real leaf specimens collected from the garden provides comprehensive sensory feedback, including authentic texture, size, shape, thickness, and natural scent. Realia eliminates abstraction, allowing blind learners to form accurate mental representations through tactile experience.

24. (A) Supplementary learning materials in Braille, audio, and large print
Supporting students with visual impairments within inclusive education frameworks requires providing accessible supplementary materials. Delivering core textbooks and instructional resources in tactile Braille, structured audio formats, and high-contrast large print ensures equal access to information. These functional modifications remove environmental learning barriers without requiring physical segregation or altering standard academic standards.

25. (C) A high-contrast, large-print version of the textbook
Students with low vision often benefit from enlarged text and enhanced visual contrast to optimize residual vision. High-contrast, large-print textbooks provide direct visual accessibility while appearing similar to standard textbooks. This adaptation minimizes social self-consciousness and peer pressure, allowing the student to participate comfortably and

Downloaded from www.pdf.tube

positioning and reduces physical muscle fatigue. Additionally, raised-line paper offers tactile boundaries that help students control stroke orientation, maintain consistent letter sizes, and improve overall handwriting legibility.

44. (B) A graphic organizer or mind map
Students with learning disabilities frequently experience executive dysfunction, making written narrative organization difficult. Graphic organizers and mind maps serve as visual scaffolding aids that allow learners to brainstorm, categorize, and structure ideas logically before writing. This visual planning format reduces cognitive load during drafting and promotes coherent written composition.

45. (B) I, III, and IV
Adapting instructional materials for learning disabilities requires targeted cognitive supports. Highlighted reading guides maintain visual tracking, audiobooks bypass decoding deficits to build comprehension, and color-coded phonogram cards strengthen phonemic awareness. Conversely, prohibiting calculator usage for students with dyscalculia is counterproductive, as calculators provide necessary computational accommodations for complex problem-solving.

46. (D) Materials should use sans-serif fonts with adequate line spacing on non-glare paper
Print adaptations for individuals with dyslexia focus on reducing visual crowding and distortion. Utilizing clean sans-serif fonts, generous character and line spacing, and off-white non-glare paper minimizes perceptual confusion and visual stress. These simple formatting modifications significantly enhance text legibility and smooth reading tracking for dyslexic learners.

47. (A) A speech-to-text software program
Severe dysgraphia severely impairs physical writing mechanics while leaving verbal reasoning intact. Utilizing speech-to-text software functions as an effective bypass accommodation during written examinations. This assistive technology converts spoken words directly into written text, allowing high school students to express complex knowledge accurately without being restricted by fine motor deficits.

48. (B) Provides predictability and aids in transitioning between activities
Visual schedules are essential pedagogical aids for students with Autism Spectrum Disorder, who often experience heightened anxiety during unexpected daily changes. Displaying clear pictorial sequences outlines daily expectations, providing structured environmental predictability. Knowing upcoming events helps learners anticipate transitions smoothly, reducing behavioral frustration and supporting emotional regulation throughout the school day.

49. (B) Explain social situations and expectations in a visual format
Social Stories are custom-designed narrative tools used to explain social cues, context expectations, and appropriate behaviors to individuals with Autism. Written in descriptive, supportive language with clear visual illustrations, they clarify abstract social dynamics. Reading these structured stories helps autistic individuals understand situational perspectives and navigate social interactions successfully.

50. (B) I and II only
Structured task boxes based on the TEACCH framework provide clear physical and visual boundaries for independent learning tasks. They organize activity components systematically, explicitly signaling what work needs to be completed, the required task quantity, and clear completion indicators. This predictable structure fosters independent work habits and reduces cognitive anxiety for autistic learners.

51. (C) Ensuring tasks have clear boundaries and utilize easy-to-grasp materials
Designing task-box materials for autistic learners with fine motor challenges and low frustration tolerance requires structural clarity and ergonomic access. Incorporating clear physical compartments, uncluttered layouts, and easy-to-grasp manipulatives ensures comfortable physical handling. These thoughtful modifications reduce motor strain, prevent cognitive overwhelm, and build task confidence during independent activities.

52. (D) Premack principle (Behaviourism)
A "First-Then" board visually structures behavioral expectations by placing a required, lower-probability task first, immediately followed by a preferred, reinforcing activity. This practical

NODIA

instructional aid applies the Premack principle from behavioral psychology. Visualizing the clear contingency motivates the learner to complete non-preferred educational tasks to earn access to desired rewards.

53. (C) Abstract idioms should be heavily incorporated to force social learning
Instructional design for students with Autism Spectrum Disorder should avoid figurative, metaphorical, or idiomatic language, as autistic individuals typically process communication literally. Using complex idioms causes severe confusion and frustration. Instead, materials should feature concrete visual representations, clear visual schedules, and structured reinforcement systems to facilitate effective learning.

54. (B) To initiate communication by exchanging a picture for an item
Phase I of the Picture Exchange Communication System focuses on teaching self-initiated functional communication. The non-verbal learner learns to hand a physical picture card of a desired item directly to a communicative partner in exchange for that item. This fundamental step establishes concrete cause-and-effect understanding and intentional communicative behavior.

55. (D) Crayons with built-up handles or foam grips
Spastic quadriplegic cerebral palsy severely impacts fine motor grasping ability and muscle tone in upper extremities. Standard thin writing utensils cause physical hand fatigue and slipping. Adding soft foam grips or built-up handles increases utensil surface area, allowing children to maintain a comfortable, functional grip and participate actively in drawing activities.

56. (A) Deficits in fine motor skills and hand-eye coordination
Adapted-grip learning tools, such as contoured pencil grips, weighted holders, and angled handles, are engineered specifically for individuals with motor control limitations. These modifications assist learners experiencing fine motor deficits, muscular weakness, or poor hand-eye coordination by providing ergonomic holding support and stabilizing finger positioning during writing tasks.

57. (B) Requires less precision and control, compensating for limited dexterity
Increasing the physical size of learning materials, such as utilizing oversized puzzle pieces or thick manipulative blocks, compensates for reduced physical dexterity. Learners with locomotor disabilities often lack delicate fine motor precision. Adapted-size resources allow easier grasping and manipulation, fostering independent educational task completion without causing physical frustration.

58. (A) Secured to the tray using velcro or mats to prevent sliding
Students with physical disabilities who use wheelchairs equipped with lap trays require stable learning surfaces. Involuntary muscle movements or spasticity can cause unanchored learning materials to slide or fall off trays. Securing instructional aids with non-slip mats or velcro strips maintains physical positioning and ensures uninterrupted access.

59. (D) Providing adjustable reading stands (book rests) and page-turners
Creating a barrier-free physical learning environment requires accommodating physical accessibility beyond architectural entryways. For students with severe upper-limb motor limitations, providing adjustable book stands and specialized mechanical page-turners removes physical reading barriers. These adaptive tools allow learners to view and navigate print textbooks independently during class activities.

60. (B) Assistive TLM for accessing print materials with upper limb involvement
A page-turner device attached to a headpiece, mouth-stick, or adaptive harness acts as a specialized mechanical assistive tool. It enables individuals with severe physical paralysis or upper limb movement impairments to turn textbook pages independently. This device directly bridges physical accessibility gaps to ensure access to printed educational materials.

61. (C) Culturally familiar, easily replaceable, and cost-effective for rural schools
Developing low-cost and no-cost learning materials using locally available resources provides sustainable pedagogical advantages. These aids are highly cost-effective, easily repaired, and culturally familiar to rural community learners. Using accessible everyday

Click Here to Buy book on Flipkart

items allows educators to create abundant, meaningful instructional tools without relying on expensive commercial school equipment.

62. (D) Gluing varied natural textures onto cardboard to create raised diagrams
Creating tactile diagrams for visually impaired students can be accomplished affordably by applying varied physical textures to cardboard backings. Utilizing locally sourced materials like jute, string, sand, rice, and fabric generates clear tactile differentiation. This creative technique provides an inexpensive, highly effective alternative to costly industrial thermoform plastic machinery.

63. (B) II, I, III, IV
Systematic material development begins with identifying specific learning objectives to determine pedagogical requirements. Next, appropriate safe and clean raw materials are collected from local environments. The teacher then designs and constructs the functional teaching aid. Finally, the completed material is deployed during classroom instruction and evaluated for learning effectiveness.

64. (B) Unwashed medical syringes for demonstrating liquid volume
Ensuring physical safety is mandatory when selecting materials for instructional creation. Utilizing unwashed medical syringes presents extreme biohazardous contamination and puncture risks to students. Safe alternatives include sanitized bottle caps, recycled clean newsprint, and smooth cardboard containers, which offer excellent educational utility without exposing children to bodily health hazards.

65. (B) I and II only
Low-cost learning aids can be creatively constructed from everyday household waste, such as converting discarded calendars into number flashcards. However, hand-crafted paper or cardboard materials often exhibit reduced physical durability compared to commercial plastic goods, requiring periodic replacement. Crucially, utilizing low-cost aids complements rather than completely prohibits commercial equipment use.

66. (A) Collaborative capacity building and sustainable practice using indigenous resources
Training general education teachers to fabricate tactile sensory mats from discarded household fabrics promotes collaborative professional development and environmental sustainability. This practice builds local teacher capacity, empowers educators to design customized instructional resources independently, and demonstrates how low-cost indigenous materials can effectively support inclusive sensory integration within standard classrooms.

67. (C) Bridges abstract concepts and concrete reality to enhance comprehension
Utilizing authentic real-world objects, known as realia, serves as a powerful pedagogical bridge between abstract academic concepts and concrete physical reality. Tactile, three-dimensional realia provides immediate sensory validation, helping learners with cognitive or sensory impairments build accurate mental schemas, comprehend complex ideas, and retain learned information effectively.

68. (D) Real fruits and vegetables that students can touch, smell, and taste
Teaching biological concepts to diverse inclusive groups containing intellectual and visual impairments is best accomplished using real botanical specimens. Providing actual fruits and vegetables enables comprehensive multisensory exploration through touch, smell, taste, and visual exploration. Realia provides authentic conceptual learning that abstract photocopies or synthetic models cannot match.

69. (C) Accurately represents key features without unnecessary, confusing details
Educational models function to simplify complex, large, or miniature structures for classroom analysis. To serve as effective instructional tools for learners with cognitive delays, models must accurately represent essential physical features while eliminating distracting visual clutter. Clean model design prevents cognitive overload and highlights core conceptual relationships clearly.

70. (A) Both A and R are true and R is the correct explanation of A
Full-scale architectural structures are physically too vast to be perceived directly through tactile exploration by individuals with total blindness.

Downloaded from www.pdf.tube

Tactile exploration of a proportionally accurate scale model allows visually impaired individuals to feel the complete spatial layout, structural features, and architectural proportions simultaneously, facilitating clear structural mental mapping.

71. (D) A three-dimensional static model
A shoebox diorama depicting a forest ecosystem represents a three-dimensional static model. It incorporates physical depth, height, and width to display ecosystem components in realistic spatial relationships. This tactile, visual representation provides concrete spatial reference points, making complex ecological systems accessible and engaging for diverse classroom learners.

72. (A) Working Model – A functional miniature volcano demonstrating an eruption
A working model represents physical dynamic processes by demonstrating real kinetic movement or structural functions, such as a miniature volcano simulating an eruption. Conversely, realia refers to authentic objects rather than pictures, static models remain motionless, and specimens represent real biological samples rather than fictional stories.

73. (C) Practicability issues like size, physical safety hazards, or perishability
While realia provides unmatched instructional authenticity, its primary limitation involves practical classroom implementation constraints. Certain real objects are physically too large, hazardous, delicate, rare, or highly perishable to bring into a standard school environment safely. In such instances, accurate static or functional scale models replace physical realia.

74. (A) Use clear fonts, bullet points, and uncluttered relevant illustrations
Designing effective educational charts for students with cognitive and attention challenges requires visual clarity and structured formatting. Utilizing clear sans-serif typography, concise bulleted points, ample white space, and directly relevant graphics prevents visual clutter. This structured presentation assists information organization, supports reading tracking, and maintains sustained learner attention.

75. (A) I, II, and III
Graphic organizers visualizer relationships between concepts, categories, and information. Common formats like Venn diagrams and mind maps structure thoughts visually, making them exceptionally effective pre-writing and organizational tools for students with learning disabilities and attention deficits. Crucially, these visual tools also benefit general education students by boosting overall comprehension.

NODIA

76. (B) A Timeline or Flowchart
Timelines and flowcharts visually display sequential relationships, chronological ordering, and step-by-step procedural progression. For students with special educational needs, these linear graphic organizers depict historical sequences or narrative plot lines clearly, transforming abstract temporal concepts into structured, easily understandable visual sequences.

77. (C) Ausubel's Subsumption Theory
David Ausubel's Subsumption Theory emphasizes that meaningful cognitive learning occurs when new information is hierarchically organized and integrated into existing cognitive structures or schemas. Graphic organizers directly embody this cognitive model by visually mapping relationships between overarching concepts and subordinate details, facilitating clear conceptual subsumption and cognitive retention.

78. (D) Simple photographs or line drawings with solid backgrounds are most effective
Visual materials created for autistic children should feature clear central subjects paired with simple, uncluttered backgrounds. Complex, busy visual backgrounds create perceptual distraction and sensory overload, obscuring the primary educational focus. Plain photographs or clean line drawings isolate essential visual cues, promoting accurate visual processing and concept recognition.

79. (A) Semantics
Semantic mapping charts organize vocabulary words into meaningful categorical clusters and conceptual relationships. Utilizing a semantic map to expand vocabulary around central topics directly targets semantics, which is the linguistic domain concerned with word meanings and conceptual associations. This visual organization aids expressive and receptive language development in language-impaired learners.

80. (B) I and III only
Braille is a tactile literacy system utilized globally by individuals with visual impairments. Standard literary Braille uses a six-dot matrix cell structured in two vertical columns of three dots each, rather than eight dots. Additionally, embossing tactile Braille dots requires heavyweight, durable paper stock to prevent dot flattening during repeated finger readings.

81. (B) Audiometer
An audiometer is a specialized clinical instrument used by audiologists to measure hearing acuity and diagnostic thresholds, not a device for creating tactile learning materials. Conversely, slate and stylus sets, mechanical Perkins Braillers, and thermoform machines are standard specialized tools utilized to produce raised Braille and tactile print materials.

82. (A) Tactile discrimination boards featuring varied contrasting textures
Pre-Braille instruction for young visually impaired children focuses on developing tactile discrimination, finger dexterity, and touch sensitivity. Utilizing tactile discrimination boards with varied surface textures like sandpaper, velvet, silk, and rubber builds essential tactile sense refinement. These pre-reading activities prepare young learners for tactile dot manipulation required in formal Braille.

83. (C) Tactile map – Uses varying textures and raised boundaries to teach geography to students with visual impairment
Tactile maps utilize elevated lines, raised geographic contours, and varied surface textures to convey spatial, structural, and geographical concepts to visually impaired individuals through touch. Conversely, raised boards support tactile writing for blind individuals, signature guides guide writing orientation, and abacuses serve as mathematical calculation tools.

84. (D) Using highly reflective, glossy colors to enhance the tactile experience
Designing tactile graphic materials requires focusing strictly on touch legibility rather than visual appearance. Utilizing highly reflective, glossy surfaces provides zero tactile benefit to blind learners and can create uncomfortable visual glare for individuals with low vision. Tactile aids must prioritize distinct physical textures, adequate line elevation, and clean visual layouts.

85. (C) Tactile AAC material
For individuals with dual sensory deafblindness, physical objects of reference serve as tangible communication symbols. Presenting a real spoon to signify upcoming mealtime acts as a tactile Augmentative and Alternative Communication material. This concrete symbol bridges communication gaps, providing predictable environmental cues through tactile sensation when visual and auditory channels are unavailable.

86. (B) Thermoforming
Thermoforming is a specialized reproduction process used to duplicate tactile diagrams and Braille pages. A master model featuring raised textures and Braille is covered with a specialized plastic sheet (Braillon), heated, and vacuum-sealed. This heat process creates precise plastic tactile duplicates, allowing durable reproduction of complex tactile learning materials.

87. (D) It bypasses decoding difficulties to access age-appropriate comprehension
Students with severe dyslexia struggle with phonological decoding and visual word recognition, which severely hinders print reading speed and comprehension. Utilizing audiobooks alongside printed text functions as an effective accommodation that bypasses mechanical decoding deficits. This enables learners to comprehend grade-level academic literature smoothly through clear auditory channels.

88. (A) Students with visual impairment
Audio description is an accessibility technique that inserts concise verbal descriptions of crucial visual details—such as body language, gestures, scene changes, and visual action—into natural pauses within video soundtracks. This adaptation allows blind and low-vision viewers to comprehend non-verbal visual content fully and follow video media seamlessly.

89. (C) Students with visual impairments and reading learning disabilities
Audio recording banks provide an essential auditory learning bridge for students who experience severe difficulty accessing standard printed text. Individuals with visual impairments and those diagnosed with print-based reading

Click Here to Buy book on Amazon

disabilities, such as dyslexia, benefit greatly from audio formats. Listening directly to textbook recordings ensures equal access to core subject matter.

90. (A) A student with severe hearing loss
Relying exclusively on audio-based teaching materials without accompanying visual text, subtitles, or sign language interpretation severely disadvantages students with profound hearing loss. Lacking accessible auditory processing channels, these learners experience complete information blockage. Inclusive instruction requires pairing audio media with synchronized visual supports to ensure total accessibility.

91. (D) Audiobooks cannot be paused or rewound, making them inflexible for self-paced learning
Digital audiobooks offer flexible learning controls, allowing users to pause, rewind, fast-forward, adjust playback speed, and insert digital bookmarks easily. These customizable navigation controls facilitate personalized self-paced learning for students with diverse needs, contrasting with the incorrect assertion that audiobooks are rigid or non-adjustable instructional formats.

92. (B) High-tech assistive technology
Text-to-speech software is classified as high-tech assistive technology because it utilizes digital algorithms and computer hardware to convert electronic text into spoken language dynamically. High-tech digital accommodations provide sophisticated accessibility options, allowing individuals with print disabilities or visual impairments to access computerized learning resources independently.

93. (C) Operant conditioning principles
Incorporating immediate positive reinforcement—such as cheerful sound effects, visual points, or virtual tokens—in digital educational apps directly reflects operant conditioning principles. B.F. Skinner demonstrated that immediate rewarding consequences strengthen desired behaviors. In digital learning tools, immediate reinforcement increases student engagement, sustains attention, and motivates continuous task completion.

94. (D) Provide multiple means of representation by combining text, images, and audio
Universal Design for Learning guidelines advocate offering multiple means of representation to accommodate varied student processing modalities. Designing inclusive multimedia presentations involves integrating synchronized text, high-contrast imagery, visual diagrams, and clear spoken narration. This flexible design ensures information is accessible to learners with differing visual, auditory, and cognitive profiles.

95. (A) I and II only
Digital instructional tools provide versatile accommodations: Augmented Reality brings concrete 3D models into learning environments, while screen readers like JAWS grant visually impaired students full computer accessibility. However, digital tools represent instructional accommodations rather than total solutions, and cannot magically eliminate all behavioral challenges in autistic learners.

96. (B) Customizable settings for font size, contrast, and text-to-speech
Universal Design for Learning emphasizes flexible instructional design that adapts to individual learner needs. Digital textbooks featuring customizable settings—such as adjustable font sizes, high-contrast display modes, line spacing controls, and integrated text-to-speech engines—allow students with visual, motor, or reading differences to personalize their reading interface efficiently.

97. (B) Eye-tracking software and switch access devices
Students with severe motor impairments who lack voluntary hand movement cannot operate traditional physical keyboards or standard computer mice. Utilizing high-tech eye-tracking software or specialized single-switch access systems allows these learners to navigate digital interfaces using eye gaze or micro-movements, granting full access to educational software independently.

98. (A) Need for sustained attention, immediate reinforcement, and chunked tasks
Gamified educational applications address core executive functioning deficits associated with ADHD by breaking learning tasks into short, manageable chunks. Incorporating immediate interactive visual feedback, dynamic rewards, and responsive formats maintains learner motivation, boosts sustained attention, and prevents cognitive fatigue far more effectively than traditional lengthy paper-and-pencil drills.

NODIA

STUDYING FROM PDFs?

THINK AGAIN.

If you are studying only from PDFs,
you are wasting valuable time.

Research shows that learning from

PRINTED BOOKS has up to

4× HIGHER RETENTION

than studying from screens.

PRINT BOOK = BETTER MEMORY

PDF = LOWER RETENTION

Those who study from **PRINTED BOOKS**
move **AHEAD.**

Others are left **BEHIND**
in competition.

In competitive exams,
being average is not enough.

STAY ONE STEP AHEAD.

99. (C) Adapting an existing commercial TLM for visual impairment
Modifying commercially produced board games by adding tactile Braille dots, raised board lines, and textured play pieces represents adapting existing instructional resources. This practical, cost-effective modification strategy transforms standard mainstream leisure and learning materials into fully accessible, inclusive resources for individuals with visual impairments without constructing entirely new products.

100. (A) Both A and R are true and R is the correct explanation of A
Adapting off-the-shelf commercial learning materials is often far more practical for educators than constructing new resources from scratch. Modifying existing materials saves significant development time while allowing teachers to customize tactile, visual, or physical features directly to meet the specific individualized education program requirements of special needs learners.

101. (C) Time required, product durability, and alignment with IEP goals
When evaluating whether to adapt a commercial material or construct a custom instructional aid, educators must analyze overall practical efficiency. Essential evaluation parameters include the time required for fabrication, long-term material durability under classroom handling, and, most importantly, direct alignment with the student's specific Individualized Education Program objectives.

102. (B) Providing guided notes to reduce the physical writing load
Bypass strategies accommodate learning deficits by altering task requirements, allowing students to demonstrate knowledge without being blocked by physical or cognitive barriers. For severe dysgraphia, providing pre-written guided outline notes minimizes manual writing fatigue, allowing the learner to focus cognitive energy on active listening and conceptual comprehension.

103. (D) Simplifying core vocabulary and breaking text into bulleted points with pictures
Adapting standard print textbooks for learners with intellectual disabilities requires systematic text simplification. The primary initial modification involves editing complex sentence structures, substituting advanced vocabulary with familiar terms, formatting information into concise bulleted points, and adding directly relevant visual illustrations to support concrete conceptual understanding.

104. (A) Equity and equal participation
Providing adapted learning tools—such as loop scissors, adapted grippers, or page turners—embodies the principle of educational equity. Equipping students with customized accommodations addresses individual physical limitations, ensuring that learners with disabilities can participate equally alongside peers in standard educational tasks rather than being excluded or given passive tasks.

105. (A) I and II only
Adaptations specifically designed to address fine motor control, grip weakness, and physical positioning include adding thick foam handles to utensils and affixing velcro backing to puzzle pieces to prevent sliding. Conversely, Braille translation targets visual impairment, and color-coding math operational signs supports visual discrimination and cognitive processing.

106. (A) Conducting a needs assessment based on current functioning and IEP goals
The foundational starting point in developing customized instructional materials is conducting a comprehensive needs assessment. Educators evaluate the learner's current baseline functioning, sensory capabilities, motor skills, and specific Individualized Education Program goals. This initial diagnostic assessment ensures the resulting teaching aid directly addresses identified learning requirements.

107. (D) Structurally clear, predictable, and free from distracting stimuli
Designing effective learning aids for autistic students requires creating structured, highly predictable materials. Eliminating visual clutter, overly complex graphics, and unnecessary sensory distractions allows learners to focus on core instructional goals. Clear structural layout minimizes cognitive anxiety and supports independent, systematic engagement with the learning activity.

108. (B) To identify unforeseen flaws or safety issues before finalizing the material
Pilot-testing a newly fabricated instructional material prototype with the target student is a

Downloaded from www.pdf.tube

CHAPTER 10

ICT, Assistive Devices and Accessible Learning Resources

NODIA

1. Which of the following best defines the primary role of Information and Communication Technology (ICT) in inclusive education?
(A) To replace the special educator with automated instructional software
(B) To segregate students with disabilities by placing them in virtual classrooms
(C) To provide alternative means of access, expression, and engagement for diverse learners
(D) To ensure that all students follow the exact same learning pace and method

2. For a child with Severe Speech and Motor Impairment (SSMI), the most significant benefit of integrating ICT into their Individualized Education Programme (IEP) is:
(A) Enhancement of fine motor skills through handwriting drills
(B) Provision of a voice and independent means to demonstrate knowledge
(C) Reduction in the need for peer interaction
(D) Decreasing the cognitive complexity of the general curriculum

3. Rohit is a Class VI student with severe dyslexia who struggles with reading comprehension but has excellent listening skills. His teacher wants to ensure he can access the grade-level science textbook independently. Which of the following ICT interventions is the most appropriate for Rohit in this scenario?
(A) Providing a Braille embosser for tactile reading
(B) Utilizing an FM system to amplify the teacher's voice
(C) Implementing a switch-access device for easier page-turning
(D) Using Text-to-Speech (TTS) software to convert digital text into spoken audio

4. In the context of special education, what does the acronym NVDA stand for?
(A) Non-Visual Desktop Access
(B) National Vision Disability Accessibility
(C) Network Virtual Display Application
(D) New Vision Digital Assist

5. How does a screen reader primarily function to assist a person with visual impairment?
(A) It magnifies all on-screen text and graphics up to four hundred percent of their original visual size.
(B) It automatically transcribes incoming spoken audio words into real-time visible on-screen text displays.
(C) It converts visual screen elements into synthetic speech or dynamic tactile Braille output.
(D) It alters the visual color contrast and brightness settings of the computer monitor to reduce glare.

6. JAWS (Job Access With Speech) is one of the most widely used assistive technologies. Which specific disability category is JAWS primarily designed for?
(A) Visual Impairment
(B) Hearing Impairment
(C) Autism Spectrum Disorder
(D) Specific Learning Disability

7. Consider the following statements regarding Text-to-Speech (TTS) software:
I. TTS software is only beneficial for students with complete blindness.
II. TTS can help students with Specific Learning Disabilities (Dyslexia) by providing multisensory input.
III. TTS software requires text to be in an accessible digital format (e.g., selectable text) rather than a flat image.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

structural material adjustments to optimize learning outcomes.

118. (B) The child shows increased stimming or distress due to sensory overload
An instructional material is evaluated as ineffective or harmful if its introduction triggers severe sensory distress, anxiety, or increased self-stimulatory behaviors in an autistic child. Such negative behavioral indicators signal that the material's visual, tactile, or auditory features are creating overwhelming sensory overload, necessitating immediate material redesign.

119. (D) Systematically indexing materials by subject and need for easy teacher retrieval
Efficient management of a central school resource bank requires establishing a systematic, transparent cataloging system. Indexing materials clearly by subject area, target age group, and specific developmental or sensory disability ensures educators can locate, borrow, and utilize specialized instructional aids quickly to support inclusive classroom teaching.

120. (B) I, II, and IV
Proper material maintenance involves using clear labeled storage containers, frequently sanitizing manipulatives used by children who mouth objects, and routinely inspecting tactile materials to replace flattened Braille or worn textures. Crucially, electronic assistive technology must never be stored in damp or humid environments, as moisture corrodes sensitive electronic circuits.

121. (C) Dust and residue clog embossing pins, causing missing Braille dots
The Perkins Brailler is a precision mechanical embossing machine. Regular maintenance, cleaning, and oiling are essential because accumulated paper dust, environmental debris, and residue clog internal mechanical embossing pins. Proper maintenance prevents jammed keys and ensures clear, complete dot elevation on Braille output pages.

122. (A) Washable plastics or laminated cards
Maintaining strict hygiene standards for learning materials used by children who drool or mouth objects requires choosing non-porous, moisture-resistant substances. Washable plastic manipulatives and heavy-duty laminated flashcards can be disinfected repeatedly using antibacterial solutions without suffering structural damage, warping, or harboring harmful biological pathogens.

123. (D) The Block Resource Person (BRP-CWSN)
Under official inclusive education administrative structures, the Block Resource Person for Children with Special Needs holds primary professional responsibility for managing resource rooms. The BRP-CWSN oversees the proper deployment, routine maintenance, cataloging, and teacher training associated with specialized instructional materials and therapeutic equipment across block-level schools.

124. (B) Chemical leakage and corrosion of internal contacts
Proper maintenance of battery-operated assistive devices—such as FM sound systems or talking calculators—requires removing batteries prior to extended periods of non-use. Storing installed batteries long-term risks battery chemical leakage, which causes severe terminal corrosion and permanently ruins internal electronic circuitry.

125. (B) I and II only
Effective inventory control relies on digital catalogs to monitor resource lending across inclusive schools. Additionally, magnetic instructional tools must be stored away from electronic storage media to prevent data corruption. Conversely, slightly damaged materials should be repaired or refurbished for continued use rather than destroyed immediately.

126. (D) Utilizing local items and artisans to create relevant sorting materials
Leveraging community resources in rural inclusive schools involves utilizing locally abundant materials and engaging local craftspeople. Collaborating with local artisans to produce wooden blocks, clay models, or woven sorting trays creates culturally relevant, highly durable teaching aids affordably, ensuring sustainable resource development without reliance on expensive external vendors.

127. (A) Community-Based Rehabilitation principles fostering local sustainability
Involving local craftspeople, such as carpenters and potters, to fabricate learning aids reflects key Community-Based Rehabilitation principles. This collaborative approach utilizes indigenous skills, promotes community participation,

Click Here to Buy book on Flipkart

reduces material procurement costs, and ensures long-term educational sustainability by establishing localized support networks for inclusive education.

128. (B) An experiential TLM promoting concrete learning and integration
Utilizing community environments—such as visiting local artisan workshops—transforms physical surroundings into experiential learning resources. Direct observation and hands-on participation provide concrete context for abstract vocational concepts, helping students with intellectual disabilities grasp real-world occupations through authentic sensory engagement and community integration.

129. (B) Local high-tension power lines – Mobility training TLM for VI
Utilizing high-tension power lines for orientation and mobility instruction represents an extremely dangerous, physically hazardous misapplication of local resources. Safe mobility aids for visually impaired individuals include white canes, tactile ground indicators, acoustic environmental cues, and natural landmarks, prioritizing physical safety during navigation training.

130. (A) Both A and R are true and R is the correct explanation of A
Deploying culturally familiar artistic traditions, such as traditional puppetry, serves as an effective pedagogical tool for delivering social stories to autistic learners. Familiar cultural motifs capture intrinsic student attention, lower cognitive processing anxiety associated with unfamiliar formats, and convey social narrative expectations in an engaging, meaningful manner.

131. (C) Inclusive education and ecological perspective
Integrating local community assets and natural environments into special education pedagogy aligns strongly with the ecological systems perspective and inclusive education philosophy. This holistic framework views learning as an interconnected process occurring within natural social contexts, breaking down artificial classroom barriers to foster functional, real-world skill development.

132. (D) It fosters ownership, boosts self-esteem, and increases learning motivation
Involving students with special needs in co-creating their learning materials provides major psychological benefits. Active participation in crafting instructional aids fosters a strong sense of personal ownership, enhances self-esteem, develops fine motor skills, and significantly boosts intrinsic motivation to engage with the finalized educational activity.

133. (C) Creating a personal dictionary or word wall using cards and drawings
Co-creating personalized word walls or customized vocabulary index cards represents a highly effective collaborative activity for students with learning disabilities. Actively illustrating target vocabulary, selecting key words, and arranging cards visually engages tactile and kinesthetic processing pathways, reinforcing literacy acquisition while building meaningful learning tools.

NODIA

134. (B) Promote peer tutoring, social inclusion, and generate a functional TLM
Collaborative material creation involving typically developing peers and children with special needs fosters active social inclusion within general classrooms. Working together on tangible projects encourages peer tutoring, breaks down social stigma, builds cooperative communication skills, and yields functional instructional resources that benefit all participating group members.

135. (A) I and II only
Involving students in material fabrication allows educators to assess motor control and cognitive planning informally during creative tasks. Furthermore, student-made materials reflect individual personal interests, enhancing learning engagement. However, expecting learners with severe profound intellectual disabilities to build complex materials independently is unrealistic; they require substantial scaffolding.

136. (A) Kinesthetic and tactile learning of letter shapes
When a child with dyslexia cuts, pastes, and shapes sandpaper to form letters, they engage directly in active kinesthetic and tactile learning. The physical sensation of touching rough surfaces combined with motor movements reinforces visual letter shapes in memory, building solid neurological associations for future literacy instruction.

137. (C) Cognitive overload, distracting the student from the core objective
A frequent design error in material development is adding excessive decorative graphics, extraneous information, or overly complex mechanical features. Overcomplicating learning materials generates visual clutter and cognitive overload, distracting learners with cognitive or attention deficits from focusing on and mastering the core instructional objective.

138. (A) Mismatch between visual complexity and the learner's processing capacity
When an instructional chart displays excessive visual detail, dense text blocks, and complex overlapping diagrams, it creates severe visual crowding. For a child with learning disabilities and attention deficits, this visual complexity exceeds cognitive processing capacity, causing immediate mental fatigue, frustration, and complete task avoidance.

139. (D) Using unadapted small puzzle pieces for a student with severe spasticity
Selecting unadapted small puzzle pieces for a student with severe physical spasticity represents a clear mismatch between material design and motor capability. Severe spasticity impairs fine motor precision, making small objects frustrating or impossible to grasp. Accessible design requires oversized, easy-grip pieces or magnetic attachments.

140. (B) The student's Individualized Education Programme (IEP)
The Individualized Education Programme serves as the essential foundational blueprint guiding all instructional decisions, material selections, and environmental adaptations in special education. Referencing the student's specific IEP goals, identified strengths, and documented accommodation requirements ensures that selected teaching materials directly support targeted educational outcomes effectively.

****

NODIA

item to receive that item. This method is known as:
(A) Comprehensive Auditory-Verbal Therapy intervention
(B) Real-time automated Speech-to-Text translation system
(C) Direct interpersonal Sign Language interpretation service
(D) Picture Exchange Communication System (PECS)

17. High-tech AAC devices often utilize synthesized speech. For a child with Cerebral Palsy who cannot use their hands to select icons on a tablet, which access method would be most appropriate?
(A) Direct manual input using a standard QWERTY keyboard
(B) Tactile input using physical Braille input keys
(C) Eye-gaze tracking or switch-scanning
(D) Automated voice recognition software dictation

18. Hearing aids are electro-acoustic devices designed to amplify sound. What is a critical classroom limitation of behind-the-ear (BTE) hearing aids that special educators must be aware of?
(A) They exclusively amplify the instructor's voice while completely blocking out all other ambient sounds.
(B) They amplify all ambient noise, making listening in noisy settings difficult.
(C) They convert incoming speech and auditory information directly into synchronized visual text on a screen.
(D) They permanently cure underlying sensorineural hearing loss throughout the duration of active device use.

19. Anika is a 7-year-old student with profound sensorineural hearing loss. She recently underwent surgery for a cochlear implant. Her general education teacher assumes Anika will now hear normally like her peers. As a special educator, what is the most appropriate advice to give the teacher in this scenario?
(A) The teacher should immediately discontinue all visual instructional aids, assuming the surgical implant fully restores typical natural hearing functionality.
(B) The teacher should position Anika at the back row of the classroom environment so that she can hear sound from the entire room uniformly.
(C) The teacher should exclusively communicate using Indian Sign Language because cochlear implants cannot support any spoken language comprehension.
(D) The teacher must recognize that implants provide electronic sound signals requiring auditory training and accommodations.

20. Which component of a cochlear implant is worn externally and is responsible for picking up sound from the environment?
(A) The microphone and speech processor
(B) The surgically implanted internal electrode array
(C) The internal magnetic receiver and stimulator unit
(D) The direct acoustic auditory nerve probe assembly

21. What is the primary purpose of a Personal FM (Frequency Modulation) System in an inclusive classroom?
(A) To broadcast the school's central educational radio station programming directly to the student's personal desktop receiver
(B) To translate the teacher's spoken English instructions in real time into local regional languages like Hindi
(C) To deliver the teacher's voice directly to a hearing aid, reducing background noise and distance.
(D) To automatically record and transcribe classroom audio lectures for later review by absent students

22. In a Sound Field Amplification system, how does the technology benefit the inclusive classroom?
(A) It amplifies the teacher's voice via distributed classroom speakers, raising the signal-to-noise ratio for all students.
(B) It transmits audio exclusively via a personal induction neckloop system directly to one individual student wearing a hearing aid.
(C) It isolates and clarifies the vocal speech of students with severe articulation disorders so that the teacher can hear them clearly.
(D) It automatically converts the teacher's spoken dialogue into real-time visual closed captions displayed on a main classroom smartboard.

23. A student with auditory processing disorder (APD) is struggling to focus on the teacher's instructions in a bustling classroom. Which

Downloaded from www.pdf.tube

8. Screen magnification software, such as MAGic or ZoomText, is specifically prescribed as an assistive tool for which of the following groups?
(A) Persons with profound deafness
(B) Persons with low vision
(C) Persons with intellectual disability
(D) Persons with cerebral palsy

9. Apart from enlarging text and graphics, high-quality screen magnification software typically includes which of the following crucial features for a user with low vision?
(A) Real-time automated generation of interactive Indian Sign Language avatars for visual translation
(B) Integrated high-precision eye-gaze tracking capabilities for complete hands-free text typing
(C) Customizable cursor enhancements, screen color inversion, and dynamic pointer tracking
(D) Advanced tactile haptic feedback generation integrated directly into standard mechanical keyboards

10. Which of the following is a built-in screen magnifier utility natively available on the Windows Operating System?
(A) ZoomText
(B) SuperNova
(C) Kurzweil 3000
(D) Windows Magnifier

11. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Refreshable Braille displays are often preferred over printed Braille books for accessing internet content by persons with blindness.
Reason (R): Refreshable Braille displays provide real-time, dynamic translation of on-screen text into tactile Braille output using electromagnetically controlled pins.
Which of the following options is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

12. What is the primary function of a Braille Embosser?
(A) To read printed text aloud
(B) To print computer-generated text as tactile Braille on heavy paper
(C) To convert a standard computer keyboard into a Braille keyboard
(D) To display Braille characters dynamically on a digital reading strip

NODIA

13. Which software is commonly used in conjunction with a Braille embosser to translate standard digital text (like a Word document) into a Braille format before printing?
(A) Dragon NaturallySpeaking
(B) Duxbury Braille Translator (DBT)
(C) Boardmaker
(D) Clicker 8

14. Which of the following statements best differentiates Augmentative and Alternative Communication (AAC) from standard speech therapy?
(A) AAC provides tools, devices, or strategies to supplement or replace spoken language.
(B) AAC aims to directly cure and reverse the underlying neurological cause of the primary speech disorder.
(C) AAC focuses solely on improving the physiological articulation and phonetic production of vocal sounds.
(D) AAC is only utilized when an individual child possesses full baseline cognitive and fine motor functioning.

15. Consider the following types of Augmentative and Alternative Communication (AAC):
I. Picture Exchange Communication System (PECS)
II. Voice Output Communication Aid (VOCA)
III. Communication Boards with symbols
IV. Eye-tracking tablet with speech synthesis
Which of the following correctly classifies the above into low-tech and high-tech AAC devices?
(A) I and II are low-tech; III and IV are high-tech
(B) I and III are low-tech; II and IV are high-tech
(C) III and IV are low-tech; I and II are high-tech
(D) I and IV are low-tech; II and III are high-tech

16. A student with non-verbal Autism Spectrum Disorder is introduced to a low-tech AAC system. The teacher uses a structured approach where the student hands over a picture of a desired

critical development step. Initial practical trials allow educators to observe real-world usability, identify unexpected physical or cognitive barriers, detect potential safety hazards, and evaluate student engagement before committing resources to final material production.

109. (C) Refinement: Adjusting dot spacing based on feedback and re-testing
Material development follows an iterative design process. When pilot testing reveals functional design flaws—such as closely spaced tactile dots causing counting errors for a blind student—the educator enters the refinement phase. Adjusting dot spacing based on direct observational feedback ensures the modified material effectively meets the learner's tactile capabilities.

110. (B) I and III only
Effective material design requires balancing chronological age-appropriateness with current developmental functioning, ensuring dignity and engagement. Additionally, gathering learner feedback during testing is vital for refinement. Crucially, safety and non-toxicity evaluations must occur during initial design and construction phases, long before introducing materials to students.

111. (A) II, I, IV, III
Systematic instructional design begins with formulating clear learning objectives based on needs assessment. Educators then design and build the material prototype. Next, the prototype undergoes pilot testing with the student and necessary refinements are implemented. Finally, the finalized material is deployed in regular instruction with continuous evaluation.

112. (B) Developing a sorting tray with real coins to teach physical discrimination
When a needs assessment reveals that a student with mild intellectual disability cannot recognize currency, initial instruction must focus on concrete physical identification. Creating a tangible sorting tray equipped with actual coins allows the learner to touch, compare, and sort currency physically, establishing foundational discrimination skills before abstract monetary concepts are introduced.

113. (B) Successfully assists the learner in achieving specific IEP objectives
The primary benchmark for evaluating any instructional aid in special education is its functional efficacy in achieving targeted Individualized Education Program goals. Regardless of financial cost or aesthetic polish, a material is successful only if it measurably facilitates concept acquisition, skill development, and educational progress for the student.

114. (A) It provides insights into usability, durability, and impact across settings
Establishing structured feedback channels involving students, co-teachers, and support staff provides comprehensive evaluation data regarding material performance. Continuous input highlights practical usability, physical durability under daily handling, and cross-setting learning transfer. This collaborative evaluation ensures instructional resources remain effective, safe, and aligned with evolving educational goals.

115. (C) Font size or contrast remains insufficient, or optical devices are required
When a low-vision student continues leaning excessively close to instructional displays despite adaptations, formative evaluation indicates the current modification is inadequate. The observed behavior demonstrates that printed typography remains too small, visual contrast is insufficient, or prescription optical magnifiers are needed to provide adequate visual accessibility.

116. (D) Measurable decrease in disruptive behavior and increase in on-task behavior over time
Evaluating the effectiveness of behavioral interventions, such as token economy visual boards, depends on objective behavioral data. A successful behavioral aid produces a statistically significant, measurable reduction in off-task or disruptive behaviors alongside a sustained increase in target academic engagement over continuous instructional periods.

117. (C) Monitoring TLM effectiveness during instruction and making ongoing adjustments
Formative evaluation of educational materials involves continuously monitoring how effectively a teaching aid functions during active daily instruction. By observing student interactions and learning progress in real-time, educators gather ongoing data, allowing them to make immediate pedagogical modifications and

Click Here to Buy book on Amazon

assistive device would most directly improve their ability to hear the teacher clearly over classroom chatter?
(A) Refreshable Braille Display
(B) AAC Tablet
(C) Screen Magnifier
(D) Personal FM System

24. Consider the following statements about Speech-to-Text (Dictation) software:
I. It is highly beneficial for students with dysgraphia or severe fine motor impairments.
II. It requires clear articulation and a relatively quiet environment to function accurately.
III. It completely eliminates the need for the student to learn vocabulary or sentence structure.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

25. Which of the following is a widely recognized commercial Speech-to-Text software used as an assistive technology for individuals with motor or learning disabilities?
(A) JAWS
(B) NVDA
(C) Dragon NaturallySpeaking
(D) Duxbury Translator

26. For which of the following groups of students would Speech-to-Text software be the LEAST functionally appropriate primary intervention?
(A) Students with bilateral upper limb amputation who cannot operate standard keyboards
(B) Students with severe spastic cerebral palsy experiencing significant manual control limitations
(C) Students with severe developmental dysgraphia who possess intact oral language abilities
(D) Students with profound deafness and non-verbal communication

27. What is a "Switch-Access Device" in the context of Special Education?
(A) An adaptive device enabling individuals with severe physical disabilities to operate computers or AAC tools.
(B) A specialized high-speed network router designed to securely connect special education computer labs to internet services.
(C) A software utility that automatically switches and translates system display text between English and regional languages like Hindi.
(D) An uninterruptible auxiliary power supply backup system built specifically to maintain high-tech electronic communication boards.

28. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Sip-and-puff switches are an effective computer access adaptation for individuals with quadriplegia.
Reason (R): Sip-and-puff switches utilize air pressure generated by the user's breath to send activation signals, bypassing the need for hand or foot mobility.
Which of the following options is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

29. A special educator is designing an intervention for a child with athetoid cerebral palsy who experiences involuntary hand movements. The child needs to use a computer. Which of the following adapted input devices is most appropriate to prevent accidental keystrokes?
(A) A standard sensitive laptop touchpad
(B) A keyguard keyboard
(C) A specialized Braille keyboard
(D) A pneumatic sip-and-puff switch

30. Which alternative pointing device is operated by rotating a stationary sphere with the palm, thumb, or fingers, and is particularly useful for students who have limited wrist mobility?
(A) Trackball mouse
(B) Joystick
(C) Head pointer
(D) Eye-tracking camera

31. What is the function of "Sticky Keys," a standard accessibility feature found on most operating systems?
(A) It permanently glues keycaps onto the physical keyboard frame to prevent them from loosening or falling off during heavy daily classroom usage.

NODIA

scheme, which nodal agency is primarily responsible for the manufacture and distribution of aids like tricycles, wheelchairs, and hearing aids in India?
(A) NCERT (National Council of Educational Research and Training)
(B) RCI (Rehabilitation Council of India Statutory Body)
(C) ALIMCO (Artificial Limbs Manufacturing Corporation of India)
(D) NIEPA (National Institute of Educational Planning and Administration)

48. Under the Samagra Shiksha Abhiyan (Inclusive Education component), financial support is provided for CWSN. Which of the following is a provision regarding assistive devices under this scheme?
(A) Full reimbursement for purchasing personal luxury automobiles for orthopedically impaired students
(B) Mandatory compulsory distribution of high-end Apple iPads to every single student diagnosed with learning disabilities
(C) Direct funding restricted exclusively to major surgical procedures, strictly excluding post-surgery assistive devices
(D) Conducting assessment camps and distributing free essential aids to CWSN.

49. A crucial barrier to the effective use of assistive technology in inclusive classrooms is device abandonment. What is the most common cause of AT abandonment?
(A) The physical devices are constructed entirely out of hazardous, non-recyclable synthetic materials.
(B) An extreme over-availability and excess of specialized educators working in regular inclusive schools.
(C) Lack of training for users and families on device operation and maintenance.
(D) The devices possess overly attractive aesthetic designs that excessively distract non-disabled peers in class.

50. When training a student with visual impairment to use a screen reader (e.g., NVDA), the special educator must primarily focus on teaching:
(A) How to operate a standard optical computer mouse effectively for precise point-and-click actions
(B) Keyboard shortcuts and keystroke navigation commands
(C) How to manually adjust display monitor color contrast and brightness levels for optimal screen clarity
(D) Advanced ocular eye-tracking calibration techniques and visual focal point adjustment procedures

51. Sunita, a resource teacher in a government school, procures a high-tech AAC tablet for a non-verbal student. She gives the tablet to the student but the student shows no interest and leaves it in their bag. What critical step did Sunita miss in the AT implementation process?
(A) She forgot to install mandatory commercial antivirus protection software on the tablet system.
(B) She failed to strictly enforce device usage by threatening to withhold basic daily food rewards.
(C) She did not submit the tablet hardware for formal prior approval by the Rehabilitation Council of India.
(D) She failed to provide training, modeling, and routine integration.

52. The DAISY format is an international standard for accessible digital talking books. What does DAISY stand for?
(A) Digital Accessible Information System
(B) Digital Audio Information System for Youth
(C) Direct Auditory Input for Special Youth
(D) Document Accessibility Information Standard

53. What is a key advantage of a DAISY digital talking book over a standard commercial audiobook (like an MP3 file) for a student with visual impairment?
(A) DAISY formatted digital books are legally exempted and completely free from all international copyright restrictions worldwide.
(B) DAISY books feature automated real-time translation from English text into any regional spoken language.
(C) DAISY books enable structural navigation to jump directly to chapters or pages.
(D) DAISY audiobooks do not require any electronic playback hardware or media player device to listen to them.

54. Web Content Accessibility Guidelines (WCAG) are developed by the W3C to ensure websites are accessible to people with disabilities. Which of

Downloaded from www.pdf.tube

Description." Who is the primary beneficiary of an audio description?
(A) A student with a visual impairment
(B) A student with a hearing impairment
(C) A student with a locomotor disability
(D) A student with dyscalculia

39. In Assistive Technology (AT) assessment, the SETT Framework is widely used by special educators. What does SETT stand for?
(A) System, Education, Technology, Training
(B) Sensory, Emotional, Tactile, Technical
(C) Standardized Evaluation of Technology Trends
(D) Student, Environment, Tasks, Tools

40. According to best practices in Assistive Technology Assessment, the decision-making process for matching a device to a child's needs should be:
(A) Conducted solely and independently by a certified medical doctor or clinical specialist in a hospital setting
(B) A collaborative team process involving the student, family, teachers, and specialists.
(C) Based exclusively on selecting whichever assistive technology device happens to be the least expensive on the market
(D) Determined unilaterally by the school principal without any consultation with the student's IEP team or parents

41. Consider the following statements about Assistive Technology assessment:
I. AT assessment is a one-time event completed at the beginning of the school year.
II. The assessment must consider the environments in which the student will use the technology.
III. The student's strengths and limitations are central to selecting appropriate AT.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

42. Which of the following correctly pairs a disability category with an appropriate high-tech assistive device?
(A) Visual Impairment - Picture Exchange Communication System (PECS)
(B) Cerebral Palsy - Refreshable Braille Display tactile reader
(C) Hearing Impairment - Screen Magnification Utility Software
(D) Expressive Language Disorder - VOCA device

43. Which of the following is considered a "Low-Tech" assistive device?
(A) A pencil grip
(B) An iPad with an AAC app
(C) A motorized wheelchair
(D) A cochlear implant

NODIA

44. A teacher creates a visual daily schedule using laminated pictures and velcro on a cardboard strip for a child with autism. This intervention is an example of:
(A) No-tech intervention
(B) Low-tech assistive technology
(C) High-tech assistive technology
(D) Medical intervention

45. While low-tech devices are simple and inexpensive, high-tech devices:
(A) Never require ongoing maintenance, technical support, or battery charging operations
(B) Require power sources, training, and higher financial investment.
(C) Are universally understood and accepted by all students immediately without any prior training
(D) Are explicitly excluded from the scope of public special education provisions

46. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The ADIP Scheme launched by the Ministry of Social Justice and Empowerment provides grants in aid for the purchase of assistive devices for persons with disabilities.
Reason (R): The primary objective of the ADIP Scheme is to provide laptops to all students in general education schools to promote digital literacy.
Which of the following options is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

47. Under the ADIP (Assistance to Disabled Persons for Purchase/Fitting of Aids and Appliances)

(B) It significantly increases key surface friction and texture so that mouth sticks or head pointers do not slip while typing input commands.
(C) It lets users press modifier keys sequentially rather than simultaneously, aiding those with limited dexterity.
(D) It automatically cleans internal mechanical keyboard switch contacts to ensure consistent sensory feedback for motor-impaired users.

32. Mobile applications designed for children with Autism Spectrum Disorder (ASD) frequently focus on which two critical developmental areas?
(A) Comprehensive Braille literacy development and orientation/mobility training
(B) Receptive sign language acquisition and advanced auditory discrimination tasks
(C) Complex advanced calculus problem-solving and competitive computer coding
(D) Communication (AAC) and visual schedule management

33. Consider the following criteria when evaluating a mobile app for use in a special education classroom:
I. The ability to customize settings (e.g., speed, visual complexity).
II. The presence of excessive pop-up advertisements.
III. The collection and protection of the student's personal data.
IV. Alignment with the student's Individualized Education Programme (IEP) goals.
Which of the above statement(s) is/are appropriate considerations for selecting an educational app for a CWSN?
(A) I, III, and IV
(B) I, II, and IV
(C) II, III, and IV
(D) I, II, III, and IV

34. E-learning platforms designed inclusively should comply with accessibility standards. A critical feature for a student with a learning disability (like dyslexia) using an e-learning portal is:
(A) Providing all instructional content exclusively in video format without any accompanying written text
(B) Integrated text-to-speech and adjustable font/background colors
(C) Incorporating complex navigation structures specifically designed to challenge higher-level cognitive processing skills
(D) Enforcing strict time limitations on all online portal assessments to encourage maximum reading and completion speed

35. For an e-learning platform to be accessible to a student using a screen reader, all uploaded images and graphics must contain:
(A) High-resolution protective graphical watermarks
(B) Bright flashing animations designed to draw visual attention
(C) Complex ambient background audio and musical accompaniment
(D) Alt text descriptions

36. In video-based instruction, what is the fundamental difference between open captions and closed captions?
(A) Open captions are burned into the video permanently; closed captions can be toggled on or off.
(B) Open captions can be dynamically translated into multiple regional languages, whereas closed captions are restricted to English.
(C) Open captions are designed exclusively for hearing-impaired viewers, whereas closed captions cater specifically to visually impaired viewers.
(D) Open captions are generated automatically using artificial intelligence, whereas closed captions must always be transcribed manually by humans.

37. During the COVID-19 pandemic, a school shifted to online video lessons. Manav, a Class VIII student with moderate hearing impairment, struggled significantly because the school uploaded uncaptioned instructional videos. Under the Rights of Persons with Disabilities (RPWD) Act 2016, what specific principle is being violated in this scenario?
(A) The statutory right to free specialized daily transportation services
(B) The mandatory legal provision for distributing nutritional mid-day meals
(C) Barrier-free access to educational content and communication
(D) The legal requirement mandating a minimum of five percent reservation in higher education admissions

38. When creating accessible educational videos, best practice dictates providing an "Audio

Click Here to Buy book on Flipkart

the following is NOT one of the four foundational principles of WCAG (POUR)?
(A) Profitable
(B) Perceivable
(C) Operable
(D) Understandable

55. According to WCAG principles, making a website "Operable" means:
(A) All presentation components and information must be presented in sensory modalities that all users can easily perceive.
(B) Content must remain robust enough to guarantee reliable compatibility with evolving current and future assistive software.
(C) Written digital text content must be simplified to ensure it strictly conforms to primary school reading comprehension levels.
(D) Interface components and navigation must be fully operable, such as via keyboard.

56. Consider the following applications of Universal Design for Learning (UDL) in an educational ICT tool:
I. Providing text, audio, and video formats for the same lesson.
II. Allowing students to submit assignments via typing, recording audio, or creating a mind map.
III. Designing software that locks a student out if they answer incorrectly three times.
IV. Ensuring the user interface has high contrast and adjustable text sizes natively.
Which of the above statement(s) is/are reflective of UDL principles?
(A) I, II, and III
(B) I, II, and IV
(C) II, III, and IV
(D) I, III, and IV

57. Universal Design (UD) in technology differs from Assistive Technology (AT) primarily because:
(A) Universal Design is engineered specifically for individuals with severe physical disabilities, whereas Assistive Technology targets general users.
(B) Universal Design refers exclusively to physical architectural modifications like access ramps, whereas Assistive Technology strictly refers to software tools.
(C) UD creates products universally accessible from the start, minimizing retrofitted AT.
(D) Universal Design solutions always require formal medical prescriptions, whereas Assistive Technology devices are available over the counter to anyone.

58. Closed captions on videos were originally developed for individuals with hearing impairments. However, they are now widely used by people in noisy environments or those learning a new language. This is a classic example of:
(A) The clinical Medical Model of Disability
(B) Traditional Segregated Educational Practice
(C) Systemic Assistive Technology Abandonment
(D) The Universal Design "Curb-Cut Effect"

59. Which of the following represents a significant infrastructural barrier to the adoption of ICT in inclusive classrooms in rural areas?
(A) Inconsistent electricity and lack of secure storage for devices.
(B) An overwhelming overabundance of highly specialized special educators stationed across rural school centers.
(C) Uninterrupted, reliable high-speed broadband internet connectivity being universally available in all rural regions.
(D) Widespread reluctance among students with disabilities who consistently refuse to interact with technological devices.

60. To overcome the barrier of low teacher competence in using ICT for CWSN, the NEP 2020 strongly recommends:
(A) Completely eliminating ICT and digital tools from the special education instructional curriculum across all schools.
(B) Teacher capacity building and Continuous Professional Development (CPD) in assistive technology and inclusive pedagogy.
(C) Outsourcing the entire responsibility of teaching CWSN exclusively to private commercial technology enterprises.
(D) Restricting all special education teaching positions solely to applicants possessing advanced degrees in computer science.

61. Consider the following statements regarding the DIKSHA platform in the context of inclusive education:
I. DIKSHA contains digitally accessible textbooks and resources, including audiobooks and Indian Sign Language (ISL) videos.
II. DIKSHA is explicitly restricted to use by

Downloaded from www.pdf.tube

scanned page) into machine-encoded text.
II. OCR is necessary before a screen reader can read text from a scanned document.
III. OCR technology is only available on desktop computers, not on mobile apps.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

77. Which assistive technology allows a person with motor disabilities to control a computer mouse pointer by moving their head?
(A) Stationary trackball pointing device
(B) Head mouse or head pointer
(C) Multi-touch interactive display screen
(D) Pneumatic sip-and-puff switch mechanism

78. A "Keyguard" is a rigid cover placed over a standard keyboard with holes corresponding to each key. It is most beneficial for students who:
(A) Have fine motor tremors or spasticity leading to accidental keypresses.
(B) Experience visual impairments and rely on feeling tactile physical key representations.
(C) Suffer from severe hearing impairments requiring supplementary visual signal feedback.
(D) Exhibit developmental dyslexia and frequently confuse the sequential order of letters.

79. When an inclusive school designs its website, which standard should it follow to ensure the site is accessible to parents and students with disabilities?
(A) ISO 9001 Quality Management System Standards
(B) Rehabilitation Council of India Act 1992 Section 13
(C) Web Content Accessibility Guidelines (WCAG)
(D) National Curriculum Framework Guidelines

80. A teacher records a video lecture for her students. To make it compliant with basic accessibility standards for students with hearing impairment, she MUST provide:
(A) High visual contrast color schemes across all presentation slides
(B) A dedicated secondary audio description soundtrack for visual narration
(C) A complete embossed physical braille transcript of the lesson script
(D) Closed captioning or a sign language interpreter

81. A resource teacher is assigned to support a Class V student, Ravi, who has a severe expressive language disorder. Ravi can understand instructions perfectly but cannot speak more than a few unclear words. The teacher decides to implement a high-tech VOCA (Voice Output Communication Aid). During the first week, Ravi becomes frustrated and throws the device. What is the most appropriate next step for the teacher?
(A) Permanently discard the high-tech communication device, concluding Ravi lacks the underlying cognitive capacity to utilize AAC.
(B) Formally punish Ravi for damaging school property and issue a temporary suspension from accessing the special education resource room.
(C) Adjust vocabulary to Ravi's interests and model device use without forcing compliance.
(D) Mandate that Ravi operate the communication device continuously throughout the day until full behavioral compliance is achieved.

NODIA

82. Which of the following is an example of an AI-based assistive technology for communication?
(A) A simple manual wooden pointing board displaying printed alphabetic letters and numbers.
(B) Predictive text on an AAC app that learns user vocabulary patterns.
(C) A traditional multi-volume printed reference dictionary for spelling lookup operations.
(D) A manual mechanical braille typewriter used for physical paper embossing tasks.

83. The Rights of Persons with Disabilities (RPWD) Act, 2016, mandates which of the following regarding educational materials?
(A) Exclusive statutory provision of embossed Braille textbooks to every registered student with a disability, regardless of their specific impairment profile.
(B) Mandatory compulsory implementation of highly expensive imported assistive technology devices across all educational institutions serving CWSN.
(C) Strict statutory restriction of specialized assistive devices exclusively to students

68. The sustainability of Assistive Technology in schools is often compromised by:
(A) Absence of dedicated technical support or maintenance funds.
(B) Classroom teachers utilizing the technological devices far too frequently during regular instructional hours.
(C) Students developing excessive personal emotional attachments toward their designated assistive devices.
(D) Massive systemic government over-funding and surplus resource allocation provided to special education schools.

69. A school has procured expensive refreshable Braille displays for their resource room. To ensure the long-term sustainability and maintenance of these devices, the school administration should:
(A) Permanently lock the devices inside a storage cupboard, bringing them out exclusively during administrative inspection days.
(B) Allow every student in the general education school to freely play with the delicate equipment during unstructured recess breaks.
(C) Set up an Annual Maintenance Contract and train teachers in basic troubleshooting.
(D) Discard the electronic devices entirely whenever internal rechargeable batteries deplete and purchase replacement units.

70. Emerging trends in Special Education technology include the use of Artificial Intelligence (AI). How can AI-driven applications specifically support a student with visual impairment?
(A) By using smartphone computer vision apps to read text and narrate surroundings.
(B) By mechanically generating direct robotic physical assistance enabling individuals to climb elevated staircases independently.
(C) By permanently restoring lost vision through advanced neurological repair of damaged optic nerve pathways.
(D) By dynamically altering smooth touchscreen glass into physical raised Braille dots without requiring external hardware.

71. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Augmentative and Alternative Communication (AAC) systems should only be introduced after a child has completely failed to develop any spoken language by age 8.
Reason (R): Using AAC devices early in development inhibits the natural acquisition of speech and makes the child lazy.
Which of the following options is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

72. Which of the following is NOT a characteristic of a Universal Design for Learning (UDL) compliant digital textbook?
(A) Flexible user options to freely adjust and enlarge font size parameters
(B) Content locked in a static, unchangeable format like a scanned image
(C) Integrated text-to-speech visual reading functionality built into the reader
(D) Embedded hyperlinked vocabulary glossaries throughout the digital text

73. Which of the following professionals is essentially required to calibrate and program a cochlear implant's speech processor based on the user's auditory responses?
(A) Special Educator
(B) Occupational Therapist
(C) Audiologist
(D) Clinical Psychologist

74. Which of the following pairs is INCORRECTLY matched?
(A) Specific Dyslexia - Integrated Text-to-Speech Software
(B) Severe Hearing Impairment - Personal FM Assistive System
(C) Visual Impairment - Screen Magnification Utility Software
(D) Severe Cerebral Palsy - Braille Embosser

75. In the context of accessible e-content, what does OCR technology stand for, which is crucial for converting scanned documents into accessible formats?
(A) Optical Character Recognition
(B) Organized Content Repository
(C) Open Code Resource
(D) Optimal Cognitive Response

76. Consider the following statements about Optical Character Recognition (OCR):
I. OCR converts an image of text (like a

Click Here to Buy book on Amazon

II. It advocates for providing Multiple Means of Representation, Action & Expression, and Engagement.
III. It is only applicable to students with certified benchmark disabilities under the RPWD Act.

Which of the above statement(s) is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

92. A special educator provides a science text in three formats: standard print, a digital PDF that can be read aloud by TTS, and a graphic novel version. This practice aligns with which UDL principle?
(A) Multiple Means of Engagement
(B) Multiple Means of Representation
(C) Multiple Means of Action and Expression
(D) Differentiated Segregation

93. A "Math Notation Tool" like MathML is essential for accessible e-learning because:
(A) It automatically solves complex algebraic equations and provides direct answers for students with intellectual disabilities.
(B) Screen readers cannot read math equations saved as flat images accurately.
(C) It translates complex mathematical word problems into rhyming rhythmic poetry to facilitate easier cognitive memorization.
(D) It restricts and blocks students from accessing digital screen calculators during online standardized testing examinations.

94. For students with severe reading disabilities (like severe dyslexia), providing access to "Audiobooks" is considered an accommodation. What is the primary purpose of this accommodation?
(A) To bypass decoding deficits, allowing access to grade-level content and vocabulary.
(B) To permanently treat and cure underlying neurological deficits in phonological processing skills.
(C) To completely relieve classroom teachers from the instructional duty of reading printed text aloud.
(D) To penalize students for failing to master standard print reading skills at their designated age level.

95. What does the term "Digital Divide" refer to in the context of special education?
(A) The architectural distance and physical separation between the school computer laboratory and the resource room facility.
(B) The technical procedure of segmenting large digital instruction files into smaller, more accessible data chunks.
(C) Disparity in access to digital technology and internet among CWSN due to socio-economic factors.
(D) The administrative practice of segregating students into separate disabled and non-disabled cohorts during computer classes.

96. In a rural government school, a special educator has limited funds and no internet access, but needs to create a communication system for a 6-year-old with non-verbal autism. Based on best practices in resource-constrained environments, what should the teacher do?
(A) Postpone all communication instruction until government authorities supply a high-tech iPad equipped with AAC software.
(B) Focus exclusively on physical motor therapy intervention while waiting for oral speech to naturally develop over time.
(C) Exclude the child from classroom attendance until the family acquires sufficient personal funds for a digital device.
(D) Create a low-tech communication board using drawings and cardboard to start AAC immediately.

97. Which assistive device uses a combination of sonar or laser sensors to detect obstacles at head or chest level and provides vibrotactile feedback to a user with visual impairment?
(A) Traditional folding standard white orientation cane
(B) Mechanical Perkins Brailler device
(C) Smart Cane travel aid
(D) Digital screen reading software

98. The issuance of UDID (Unique Disability ID) cards is done through an online platform. This digital initiative primarily helps CWSN by:
(A) Automatically passing registered students with disabilities in all official state board examinations without testing.
(B) Establishing a national database that streamlines access to schemes, scholarships, and aids.
(C) Providing free high-speed broadband internet subscriptions to all UDID cardholders across the state.

NODIA

enrolled in special schools, barring inclusive public schools.
(D) Free learning materials and assistive devices for benchmark disabilities up to age 18.

84. "Prashast" is a mobile app launched by the Ministry of Education (NCERT). What is its primary function in the context of inclusive education?
(A) A screening checklist assisting schools in early identification of 21 RPWD disabilities.
(B) An automated text-to-speech synthesis engine developed specifically for regional Indian languages and local dialects.
(C) An administrative centralized management portal designed for ordering and tracking daily mid-day meal distributions.
(D) A specialized gamified digital interactive application designed for cognitive focus training in students with ADHD.

85. What does the term "Interoperability" mean in the context of assistive technology?
(A) The clinical capability of a single rehabilitation device to treat and cure multiple underlying physiological disabilities simultaneously.
(B) The specialized medical and surgical procedure involved in permanently implanting an electronic prosthetic device into a patient.
(C) The capability of AT tools to function seamlessly with mainstream hardware and software.
(D) The statutory legal requirement mandating that all assistive technology hardware must be completely manufactured within India.

86. Consider the following barriers to ICT adoption for CWSN:
I. Lack of localized content in regional languages (e.g., Hindi/regional text-to-speech engines).
II. High cost of specialized hardware like refreshable braille displays.
III. Inadequate pre-service training of general educators regarding assistive tech.
IV. The inherent inability of CWSN to interact with digital interfaces.
Which of the above statement(s) represents valid barriers?
(A) I, II, and IV
(B) II, III, and IV
(C) I, II, and III
(D) I, III, and IV

87. An "Induction Loop System" in a classroom is designed primarily to assist students using:
(A) Computer screen reading software utilities
(B) Manual and motorized wheelchair mobility aids
(C) Tactile white orientation and mobility canes
(D) Hearing aids with a Telecoil setting

88. How does an induction loop system work in an inclusive classroom setting?
(A) It constructs an acoustic physical soundproof barrier surrounding the student's desk to block out ambient room noise.
(B) It transmits audio magnetic signals directly to a hearing aid's telecoil, reducing noise.
(C) It utilizes directional infrared light beams to wirelessly transmit real-time text messages onto a student's smart glasses.
(D) It significantly amplifies acoustic sound throughout the classroom space using high-powered subwoofers positioned on the floor.

89. Which of the following best describes "Word Prediction" software?
(A) Predictive analytical software that forecasts a student's cumulative final academic grade based on early formative assessment scores.
(B) Automated translation software designed to transcribe and convert spoken regional dialogue into grammatically correct written text.
(C) A literacy tool offering word suggestions as letters are typed, reducing keystrokes.
(D) An early-warning behavioral monitoring tool that predicts impending emotional outbursts in students diagnosed with conduct disorders.

90. Word prediction software is most heavily utilized as an assistive intervention for students with:
(A) Total congenital blindness and severe visual impairment
(B) Emotional dysregulation and severe behavioral conduct disorders
(C) Mild to moderate sensorineural hearing loss in children
(D) Dysgraphia and motor impairments limiting typing

91. Consider the following statements about the Universal Design for Learning (UDL) framework:
I. It is based on three core networks of the brain: Recognition, Strategic, and Affective.

Downloaded from www.pdf.tube

students without disabilities.

III. PM e-VIDYA initiative utilized DIKSHA to provide accessible e-content for CWSN during the pandemic.

Which of the above statement(s) is/are correct?

(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

62. Which central government initiative specifically focuses on creating accessible educational e-content for children with hearing impairment by integrating Indian Sign Language (ISL) across the curriculum?

(A) PM e-VIDYA (specifically the ISL dictionary and textbook translation component)
(B) PM POSHAN (Prime Minister's Overarching Scheme for Holistic Nourishment / Mid-Day Meal)
(C) Beti Bachao Beti Padhao (National Flagship Social Campaign for Girl Child Development)
(D) RUSA (Rashtriya Uchchatar Shiksha Abhiyan Higher Education Infrastructure Scheme)

63. Remote or distance learning via ICT can offer specific benefits for students with certain disabilities. For a student with severe social anxiety or certain profiles of Autism Spectrum Disorder, remote learning might initially provide:

(A) Dramatically increased sensory overload and unpredictable social distractions compared to traditional classrooms.
(B) Substantially greater opportunities for spontaneous, unstructured peer-to-peer physical play and social interactions.
(C) A controlled environment reducing social and sensory stress, aiding academic focus.
(D) Total statutory elimination of the legal requirement to construct or implement an Individualized Education Programme.

64. What is a significant challenge of remote ICT-based education for a student with profound Intellectual Disability?

(A) Students with profound intellectual disabilities tend to master online digital content too quickly, completing annual curricula prematurely.
(B) Virtual distance learning platforms inherently deliver an excessive amount of direct physical prompt guidance and hands-on tactile support.
(C) Standard computer hardware manufacturing standards completely prohibit designing electronic devices usable by individuals with cognitive impairments.
(D) Remote platforms often lack the concrete, hands-on, multisensory support required.

65. In the context of Individualized Education Programmes (IEPs), how can ICT be utilized for assessment and progress monitoring?

(A) By completely replacing every formative classroom assessment with a single mandatory end-of-year standardized digital examination.
(B) By automatically promoting all enrolled students with special needs to the next academic grade level without requiring any assessment.
(C) By tracking progress digitally over time to generate visual graphs for IEP reviews.
(D) By publishing the student's confidential assessment scores and progress reports directly onto public school website portals.

66. A special educator in an upper primary school uses a digital application like Kahoot! or Quizizz to conduct informal formative assessments. For a student with a learning disability who requires extended time, what crucial setting must the teacher adjust to make this ICT tool inclusive?

(A) Increase the background music volume to maximum levels to enhance alertness
(B) Extend timer durations or remove time limits
(C) Publicly display the student's real-time competitive leaderboard ranking
(D) Reduce text font size significantly so the student is forced to focus harder

67. Curriculum-Based Measurement (CBM) can be effectively administered and graphed using computer software. This primarily aids the special educator in:

(A) Accurately diagnosing the underlying clinical medical cause and etiology of the student's primary disability condition.
(B) Directly procuring government financial assistance and device grants from the national ADIP welfare scheme.
(C) Registering the student formally as a certified professional with the Rehabilitation Council of India statutory portal.
(D) Making frequent, data-based instructional decisions for student growth.

NODIA

(D) Completely replacing the legal requirement for schools to prepare Individualized Education Programmes.

99. A student with ADHD finds it difficult to read long web pages due to flashing ads, sidebars, and cluttered layouts. Which simple ICT accessibility feature, available on most modern web browsers, can significantly help this student?
(A) Display screen magnification tools
(B) High Contrast visual display settings
(C) Speech-to-Text automated dictation
(D) Reader View mode

100. "Augmented Reality (AR)" is beginning to be used in special education. How might AR benefit a student with an Intellectual Disability learning life skills?
(A) By projecting digital prompts and visual steps onto real objects via a camera.
(B) By completely replacing all physical real-world social interactions with artificial virtual simulation environments.
(C) By clinically diagnosing underlying cognitive deficits and processing delays through high-speed eye-tracking metrics.
(D) By significantly amplifying ambient environmental sound levels to compensate for potential auditory processing delays.

101. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): It is a best practice to abandon low-tech AAC strategies once a child receives a high-tech AAC tablet.
Reason (R): High-tech devices can fail due to battery depletion, glitches, or physical damage, meaning a low-tech backup system is always necessary.
Which of the following options is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

102. What role does "Alternative Text" (Alt text) play in accessible e-content?
(A) A text description of an image read aloud by screen readers for visually impaired users.
(B) It automatically generates translated text transcripts in secondary languages to assist non-native ESL students.
(C) It systematically replaces complex academic vocabulary with simplified words for students with intellectual disabilities.
(D) It acts as a modified alternative examination paper designed specifically for students with special educational needs.

103. Which of the following is NOT a functional capability of the NVDA (NonVisual Desktop Access) software?
(A) Reading detailed text formatting like bold or italics aloud
(B) Navigating complex web tables while announcing row and column headers
(C) Supporting dynamic text output to refreshable Braille display devices
(D) Translating spoken language to text

104. For a child with severe dyscalculia, which of the following is an appropriate low-to-mid-tech assistive tool to bypass computational deficits while focusing on higher-order math problem-solving?
(A) Traditional wooden counting abacus
(B) Talking calculator
(C) Tactile Braille embosser printer
(D) Personal FM amplification system

105. "Graphic Organizers" (such as mind maps or concept maps) can be created using digital software. They are considered highly effective cognitive assistive tools for students with:
(A) Visual impairment, offering tactile alternatives to replace traditional Braille reading
(B) Hearing impairment, providing digital frequency amplification for incoming audio sounds
(C) Learning disabilities and ADHD, helping structure thoughts for writing.
(D) Severe physical motor impairments, aimed at significantly improving daily keyboard typing speed

106. Consider the following statements regarding the maintenance of assistive technology (AT) in inclusive schools:
I. Regular software updates are necessary for screen readers to maintain compatibility with new operating systems.
II. Hearing aids and FM systems require daily checks by the teacher to ensure batteries are charged and working.

Click Here to Buy book on Flipkart

9. (C) Customizable cursor enhancements, screen color inversion, and dynamic pointer tracking
Beyond simply enlarging text, high-quality screen magnification tools offer specialized features that optimize visual clarity for individuals with low vision. Customizable cursor shapes, high-contrast color inversions, and dynamic pointer tracking help users locate screen elements quickly. These visual enhancements reduce eyestrain and improve computer navigation efficiency for individuals with partial visual loss or visual sensitivity.

10. (D) Windows Magnifier
Windows Magnifier is a built-in accessibility utility natively integrated into Microsoft Windows operating systems. It offers magnification functionality, full-screen and lens view modes, and color inversion features without requiring external software installations. This native accessibility feature assists users with low vision in enlarging on-screen content and navigating software interfaces seamlessly across compatible computing devices.

11. (A) Both A and R are true and R is the correct explanation of A
Refreshable Braille displays convert dynamic digital text from internet sources into physical tactile Braille using electronically driven pins. This real-time translation capability makes them superior to static printed Braille books for web content access. Consequently, blind users can browse interactive web pages efficiently without needing large volumes of pre-printed embossed Braille paper materials.

12. (B) To print computer-generated text as tactile Braille on heavy paper
A Braille embosser is an impact hardware device that translates computer-generated digital text into embossed tactile Braille dots on specialized thick paper. Acting similarly to a standard printer, it produces physical Braille hard copies of documents, books, and instructional materials, enabling blind students and professionals to read tactile literature offline independently and efficiently.

13. (B) Duxbury Braille Translator (DBT)
Duxbury Braille Translator is a specialized software application that converts digital text documents into correctly formatted Braille code prior to embossing. It handles complex translation rules, contraction tables, and layout formatting for various languages. Working alongside Braille embossers, it ensures that electronic text files are accurately transformed into readable tactile hard-copy educational materials.

14. (A) AAC provides tools, devices, or strategies to supplement or replace spoken language.
Augmentative and Alternative Communication encompasses strategies, manual systems, and electronic tools designed to supplement or replace natural speech for individuals with severe expressive communication impairments. Unlike therapeutic interventions aimed strictly at vocal articulation, AAC focuses on functional communication, enabling individuals to express needs, thoughts, and ideas effectively across diverse social and educational settings.

15. (B) I and III are low-tech; II and IV are high-tech
Augmentative communication tools are categorized based on technological complexity and electronic requirements. Non-electronic tools such as picture exchange communication systems and manual symbol boards represent low-tech solutions. Conversely, electronic devices including voice output communication aids and eye-tracking speech synthesis systems represent high-tech tools requiring digital programming, battery power, and ongoing technical device calibration.

16. (D) Picture Exchange Communication System (PECS)
Picture Exchange Communication System is a structured augmentative communication protocol widely used for non-verbal individuals, particularly those with autism spectrum disorder. It systematically teaches functional communication by instructing the learner to initiate interaction through exchanging a picture card of a desired item for the actual item, thereby establishing basic communicative intent and social exchange.

NODIA

17. (C) Eye-gaze tracking or switch-scanning
Individuals with physical disabilities like spastic cerebral palsy often experience limited motor control in their hands, making direct touchscreen operation difficult. Alternative access methods like eye-gaze tracking and switch-scanning allow users to select icons on high-tech devices using eye movements or head switches. These adaptations

(D) Procuring necessary assistive technology devices is defined as being solely the financial responsibility of the parents.

114. Which of the following best defines "Closed Captioning" (CC) in contrast to standard subtitles?
(A) Closed captions remain permanently burned onto the visual video file, whereas standard subtitles can be freely toggled on or off.
(B) Subtitles translate dialogue; CC adds descriptions of non-speech audio.
(C) Subtitles cater exclusively to hearing-impaired audiences, whereas closed captioning is designed specifically for visually impaired viewers.
(D) Closed captioning relies primarily on digital sign language avatars, whereas traditional subtitles display written text on screen.

115. A student with fine motor difficulties uses a physical "keyguard" over a keyboard. What is the exact mechanical purpose of this device?
(A) It significantly magnifies the visual display of printed letters directly on top of each physical keycap.
(B) It mechanically translates standard mechanical keyboard keypresses into electronic tactile Braille output signals.
(C) It cushions the key switches to make them noticeably softer and easier to press down during typing.
(D) It isolates individual keys through holes, preventing accidental adjacent keypresses.

116. Consider the following devices:
I. C-Pen (Reading Pen)
II. Refreshable Braille Display
III. Cochlear Implant
IV. Adaptive Joystick
Which of the above are appropriately categorized as ICT or Assistive Technology tools primarily aimed at accessing educational content/computer interfaces?
(A) I, II, and III only
(B) I, II, and IV only
(C) II, III, and IV only
(D) I, II, III, and IV

117. A "Reading Pen" (or scanning pen) is a portable assistive device that:
(A) Automatically transcribes incoming spoken dialogue into real-time visual sign language graphics.
(B) Automatically detects and corrects physical handwritten spelling mistakes on paper documents.
(C) Scans printed text line-by-line and reads it aloud using text-to-speech.
(D) Optically magnifies printed text and enlarges digital text displayed on computer monitors.

118. Which principle of Universal Design for Learning is targeted when an e-learning platform allows a student to speed up or slow down a video lecture?
(A) Multiple means of representation
(B) Complete physical classroom segregation
(C) Intentional sensory input deprivation
(D) Systematic auditory access exclusion

119. "Predictive text" and "spell checkers" are ubiquitous today, but originally, they were developed as assistive technologies. This illustrates that:
(A) Assistive technology software developments are inherently flawed and unreliable for general educational applications.
(B) Allocated special education funding resources are frequently mismanaged and wasted on mainstream educational tools.
(C) Regular mainstream students are increasingly developing cognitive disabilities due to digital technology usage.
(D) AT solutions often transition into mainstream features benefiting all users.

NODIA

120. In the context of assistive technology, what is the role of a "Screen Reader" in a mathematical context (e.g., reading an algebra equation)?
(A) Standard commercial screen readers effortlessly parse and synthesize all complex mathematical formats correctly without assistance.
(B) Screen readers often misread math visuals; MathML enables accurate speech output.
(C) Screen readers are technically programmed to skip and completely refuse to process any numerical digits or symbols.
(D) Screen reading applications automatically solve algebraic equations and announce final step-by-step mathematical solutions aloud.

121. Consider the following software features:
I. Color contrast adjustment
II. Screen reading (TTS)
III. Magnification
These features collectively support individuals with which type of disability the most?

input for voice recognition systems. Therefore, this technology is functionally inappropriate as a primary access intervention for non-verbal deaf individuals in academic environments.

27. (A) An adaptive device enabling individuals with severe physical disabilities to operate computers or AAC tools.
Switch-access devices are specialized interface mechanisms designed for individuals with severe physical disabilities or limited manual dexterity. They replace standard keyboards and computer mice by converting simple physical movements, such as button presses, head movements, or breath pulses, into dynamic digital signals, allowing users to operate electronic communication tools and computers effectively.

28. (A) Both A and R are true and R is the correct explanation of A
Sip-and-puff switches serve as effective adaptive computer input tools for individuals with quadriplegia or complete upper-body paralysis. They function by sensing air pressure variations generated when the user inhales or exhales through a specialized tube. These pneumatic signals trigger digital actions, allowing hands-free computer control without requiring physical limb movement or bodily mobility.

29. (B) A keyguard keyboard
A keyguard is a rigid plastic or metallic plate fitted over a computer keyboard, featuring precise cutout holes above individual keys. For students with athetoid cerebral palsy who experience involuntary tremors or motor control difficulties, the keyguard provides physical stability, guiding fingers into target keys and preventing accidental pressing of adjacent keys during typing tasks.

30. (A) Trackball mouse
A trackball mouse consists of a stationary housing holding an exposed rotatable sphere operated using the palm, thumb, or fingers. Unlike standard optical mice that require full hand and arm motion across a desk, the trackball remains stationary, making it an ideal alternative pointing interface for individuals with reduced wrist mobility or spasticity.

31. (C) It lets users press modifier keys sequentially rather than simultaneously, aiding those with limited dexterity.
Sticky Keys is a standard accessibility software feature available across major operating systems. It allows users to execute key combinations, such as modifier keys like Control, Alt, or Shift, by pressing keys sequentially rather than simultaneously. This feature assists individuals with fine motor impairments or single-handed typing needs who struggle to hold multiple physical keys down.

32. (D) Communication (AAC) and visual schedule management
Mobile applications for individuals with autism spectrum disorder routinely focus on supporting expressive communication through visual symbols and managing predictable daily routines via visual schedules. These digital interventions enhance social interaction skills, foster functional independence, reduce anxiety associated with daily transitions, and assist learners in organizing educational activities independently within classroom settings.

33. (A) I, III, and IV
Selecting educational applications for students with special needs requires evaluating customizable features, personal data security standards, and alignment with specific learning targets defined in individualized education programmes. Conversely, excessive pop-up advertisements generate sensory visual distractions and disrupt learning, making them highly undesirable when choosing appropriate assistive technologies for classroom implementation.

34. (B) Integrated text-to-speech and adjustable font/background colors
Accessible e-learning platforms accommodate students with learning disabilities like dyslexia by integrating multimodal presentation features. Features such as integrated text-to-speech engine tools, adjustable visual font types, scalable text sizes, and customizable screen background visual contrast combinations reduce cognitive reading loads, enhancing comprehension and visual navigation for diverse online learners.

35. (D) Alt text descriptions
For digital content to be accessible to screen reader users, all embedded visual elements, graphics, and images must contain descriptive

Downloaded from www.pdf.tube

(B) A complex advanced scientific calculator application unit
(C) A standalone text-to-speech voice synthesis engine
(D) A visual scheduler and timer application

129. What is a "Tactile Graphic"?
(A) A high-resolution digital image or graphic rendered specifically on a high-definition 4K display monitor.
(B) A visual concept map or cognitive graphic organizer designed to assist students diagnosed with ADHD in organizing tasks.
(C) An image with raised lines and textures enabling visually impaired individuals to feel diagrams.
(D) A printed reference chart illustrating manual sign language handshapes and finger-spelling gestures for deaf users.

130. A Swell Form Machine (or fuser) is a specialized piece of equipment used in special education resource rooms. What is its primary output?
(A) It electronically enlarges display text to significantly bigger font sizes on a computer monitor.
(B) It heats microcapsule paper to swell black ink into tactile graphics.
(C) It custom manufactures soft silicone ear canal molds for fitting behind-the-ear hearing aids.
(D) It fabricates three-dimensional physical plastic models and objects using additive filament printing.

131. Consider the following statements about the use of calculators as an assistive technology for students with dyscalculia:
I. Using a calculator bypasses basic computation deficits, allowing the student to engage in higher-order mathematical reasoning.
II. Standard curriculum guidelines completely forbid the use of calculators in inclusive classrooms under all circumstances.
III. Talking calculators provide multisensory (visual and auditory) feedback to ensure accurate data entry.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

132. When referring to "High Contrast" settings on a computer interface, which of the following visual presentations is a classic example often utilized by individuals with low vision?
(A) Yellow text on a black background
(B) Light gray text on a white background
(C) Blue text on a purple background
(D) Neon green text on a bright red background

133. Which of the following defines the concept of "Digital Literacy" specifically in the context of Special Education?
(A) The technical proficiency of a special educator to program custom computer software applications from scratch.
(B) The administrative educational policy mandating the complete removal of physical printed books from classrooms.
(C) A disabled student's ability to navigate and create digital content using assistive tools.
(D) The financial institutional capacity of a school facility to purchase expensive high-end computer hardware units.

NODIA

134. "E-Pathshala" is a digital initiative by NCERT/ MoE. To make its digital textbooks inclusive for visually impaired students, the portal provides files in which accessible format?
(A) ePub 3.0 format supporting text-to-speech and reflowable text
(B) Compressed and encrypted ZIP file archives requiring special password extraction
(C) Standard non-selectable JPEG image formats of scanned physical textbook pages
(D) Self-extracting computer executable (.exe) software installation files

135. A significant advantage of "Reflowable Text" in digital documents (like ePubs) over fixed-layout documents (like standard PDFs) for a student with low vision is:
(A) Reflowable text is formatted in a way that prevents digital screen reader software from detecting or reading it aloud.
(B) Reflowable text permanently locks document files so that digital text cannot be copied, selected, or edited by users.
(C) Reflowable text automatically converts digital English characters directly into physical tactile Braille without hardware.
(D) Text wraps automatically to fit screen width when enlarged, avoiding horizontal scrolling.

(A) Orthopedic Impairment
(B) Visual Impairment (Low Vision and Blindness)
(C) Hearing Impairment
(D) Autism Spectrum Disorder

122. Which of the following combinations correctly pairs an input/output method with a specific disability?
(A) Output: Refreshable Braille display -> Disability: Deafness
(B) Input: Voice Recognition software -> Disability: Severe Dysarthria
(C) Output: Personal FM System unit -> Disability: Total Blindness
(D) Input: Sip-and-puff switch -> Quadriplegia

123. The "Bhashini" initiative by the Government of India aims to build a National Public Digital Platform for languages. How can such AI-driven language translation tools act as an accessible resource in special education?
(A) By translating content into local languages, supporting students struggling with English instruction.
(B) By completely replacing human special educators in classrooms with autonomous artificial intelligence avatars.
(C) By strictly restricting all educational translation outputs exclusively into embossed tactile Braille code.
(D) By monitoring and recording the physical postural movements and classroom locations of enrolled CWSN.

124. What is the fundamental difference between an "Accommodation" and a "Modification" when using technology in an IEP?
(A) Technology accommodations alter what curriculum targets students learn; modifications alter how they physically access information.
(B) Accommodations alter how information is accessed; modifications alter what content is learned.
(C) Accommodations refer strictly to high-tech electronic equipment; modifications refer exclusively to low-tech paper adaptations.
(D) There is no functional distinction between the two terms; they are defined as synonymous concepts under national disability legislation.

125. An "Eye-Gaze" or "Eye-Tracking" system is a highly specialized piece of assistive technology. It is most critically life-changing for individuals with:
(A) Specific Learning Disabilities like Dyscalculia affecting fundamental mathematical processing and calculation abilities.
(B) Severe physical and speech impairments where eye movement is the primary reliable motor control.
(C) Moderate sensorineural hearing impairment where auditory reception and speech perception are moderately diminished.
(D) Mild intellectual disability requiring basic instructional scaffolding and routine visual task organization support.

126. A 10-year-old student with severe cerebral palsy is non-verbal and has no functional hand use. The school procures a tablet with an AAC app. To enable this student to make selections on the tablet, the special educator mounts the tablet on the wheelchair and sets up an external switch positioned near the student's head. The software is set to automatically highlight each item sequentially. When the desired item is highlighted, the student taps the switch with their head. This specific access method is known as:
(A) Automatic switch scanning
(B) Direct touchscreen item selection
(C) Acoustic voice recognition selection
(D) Ocular eye-gaze tracking selection

127. In the context of accessible documents, what does the term "Heading Structure" refer to, and why is it important?
(A) Applying large, bold font styles visually to text blocks to make the printed document appear visually structured and professional.
(B) Inserting a standardized running header at the top margin of every printed page containing student identification details.
(C) Using formal heading tags (H1, H2, H3) enabling screen readers to navigate section by section.
(D) Composing concise summary sentences at the start of every instructional paragraph to assist general reading comprehension.

128. For a student with Autism Spectrum Disorder who struggles with transitions and unstructured time, which type of mobile application is most frequently recommended as an assistive tool?
(A) A highly stimulating, fast-paced digital action arcade game

Click Here to Buy book on Amazon

ANSWERS

1. (C) To provide alternative means of access, expression, and engagement for diverse learners
Information and Communication Technology plays a foundational role in inclusive education by offering multiple pathways for learning. It provides flexible tools that allow diverse learners to access educational content, express their understanding, and engage actively in classroom activities. This aligns with universal design principles by removing systemic barriers and accommodating varied learning needs effectively.

2. (B) Provision of a voice and independent means to demonstrate knowledge
Children with severe speech and motor impairments face significant barriers in traditional communication and academic demonstration. Integrating technology into an individualized education programme provides synthetic voice output and adaptive access tools. These technologies empower students to express their thoughts independently, demonstrate academic mastery, and participate actively in learning activities without relying entirely on physical speech.

3. (D) Using Text-to-Speech (TTS) software to convert digital text into spoken audio
Text-to-Speech software converts written digital text into synthesized auditory output, directly addressing reading decoding difficulties associated with severe dyslexia. By bypassing decoding mechanics, students can utilize their intact listening comprehension skills to access grade-level educational content independently. This accommodation ensures equal access to the standard curriculum without lowering academic standards or cognitive expectations.

4. (A) Non-Visual Desktop Access
NVDA stands for Non-Visual Desktop Access, which is a popular open-source screen reader for Microsoft Windows operating systems. It enables blind and visually impaired individuals to navigate computer interfaces, read electronic documents, and use applications by converting on-screen visual information into dynamic synthetic speech output or refreshable tactile Braille displays without financial cost.

5. (C) It converts visual screen elements into synthetic speech or dynamic tactile Braille output.
Screen readers are essential assistive software tools that translate graphical and textual computer interfaces into auditory or tactile formats. They interpret operating system elements, electronic documents, and web content, rendering them as synthetic speech or signals sent to refreshable Braille displays. This functionality allows individuals with visual impairments to independently operate computers and navigate digital systems.

NODIA

6. (A) Visual Impairment
Job Access With Speech, commonly known as JAWS, is a comprehensive commercial screen reader created specifically for individuals with visual impairments. It provides verbal feedback and tactile display output for computer operations, software applications, and web browsing. By interpreting screen content non-visually, it enables blind and low-vision users to perform academic, professional, and personal tasks efficiently.

7. (B) II and III only
Text-to-Speech software benefits diverse populations, including individuals with specific learning disabilities like dyslexia, by combining visual and auditory sensory inputs. For the software to function properly, digital text must be selectable and accessible rather than encoded inside flat scanned images. It is not limited to total blindness, making its application widespread across various learning needs.

8. (B) Persons with low vision
Screen magnification software is specifically designed for individuals with low vision who possess residual visual function but struggle with standard text sizes. Programs like ZoomText enlarge on-screen elements, modify visual contrasts, adjust cursor visibility, and enhance pointer tracking. These adaptations allow users with partial visual impairments to read electronic materials comfortably and navigate computer monitors independently.

136. An inclusive school decides to implement a 1:1 tablet program. However, the special educator notices that students with fine motor delays are frequently dropping and breaking their tablets. What is the most appropriate and cost-effective assistive technology accommodation in this scenario?
(A) Immediately revoke tablet access privileges from all students identified with motor control delays.
(B) Provide rugged shock-proof cases with ergonomic handles or straps.
(C) Assign a dedicated full-time educational aide to physically hold the tablet for every affected student.
(D) Completely replace mobile tablets with stationary desktop computers for all students with motor delays.

137. Which of the following features makes a PDF document "Inaccessible" to a screen reader user?
(A) The PDF file structure includes fully tagged programmatic headings and structured lists.
(B) The PDF file incorporates descriptive alternative text tags for all embedded essential images.
(C) The PDF is a scanned image of paper without OCR processing.
(D) The primary document language property is explicitly defined within the digital file properties.

138. The "Curb-Cut Effect" refers to how modifications made for people with disabilities end up benefiting society as a whole. Which of the following digital features best exemplifies this effect?
(A) Tactile Braille embossers
(B) Pneumatic sip-and-puff switches
(C) Computer screen readers like JAWS
(D) Closed captioning

139. Consider the following regarding the evaluation of an Assistive Technology (AT) intervention for a CWSN:
I. Evaluation should measure whether the student has met the specific IEP goals linked to the AT.
II. Evaluation should ignore the student's personal preference; if the device works technically, the student must use it.
III. Evaluation should be ongoing, as the student's needs or the technological landscape may change.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

140. In the domain of assistive technology, what does AAC stand for?
(A) Advanced Auditory Computing Applications
(B) Augmentative and Alternative Communication
(C) Accessible Application Configuration System
(D) Alternative Academic Curriculum Framework

****

Downloaded from www.pdf.tube

make digital communication aids fully accessible despite severe physical limitations.

18. (B) They amplify all ambient noise, making listening in noisy settings difficult.
Behind-the-ear hearing aids amplify acoustic signals entering the ear canal, elevating both target speech and background ambient noise simultaneously. In noisy classroom environments, this uniform amplification makes distinguishing teacher instructions challenging for hard-of-hearing students. Special educators must incorporate acoustic accommodations or auxiliary assistive listening technology to optimize signal-to-noise ratios effectively during classroom instruction.

19. (D) The teacher must recognize that implants provide electronic sound signals requiring auditory training and accommodations.
Cochlear implants bypass damaged hair cells by sending electrical signals directly to the auditory nerve, but they do not instantly restore natural hearing ability. Children with implants require dedicated auditory training, structured speech therapy, and classroom accommodations to process electronic auditory input. Educators must maintain supportive visual and environmental strategies to facilitate language comprehension and learning.

20. (A) The microphone and speech processor
A cochlear implant consists of internal and external components. The externally worn portion contains a microphone that captures acoustic sounds from the surrounding environment and a digital speech processor that translates those sounds into coded electrical signals. These signals are then transmitted across the skin to the surgically implanted internal receiver and electrode array.

21. (C) To deliver the teacher's voice directly to a hearing aid, reducing background noise and distance.
Personal FM systems use radio frequency signals to transmit the teacher's spoken voice directly from a wireless microphone into the student's personal receiver or hearing aid. By delivering clear, direct sound, the system eliminates negative effects of distance, room reverberation, and ambient classroom background noise, significantly enhancing speech intelligibility for hard-of-hearing learners.

22. (A) It amplifies the teacher's voice via distributed classroom speakers, raising the signal-to-noise ratio for all students.
Sound field amplification systems project the teacher's voice uniformly throughout the classroom space using strategically distributed loudspeakers. By raising the instructor's vocal sound level above background noise, this environmental technology improves acoustic clarity and speech perception for all students, including those with mild hearing loss, attention deficits, or English as an additional language.

23. (D) Personal FM System
Students with auditory processing disorder experience difficulty analyzing auditory information despite having normal peripheral hearing acuity. A personal FM system captures the instructor's voice via a microphone and broadcasts it directly to the student's ears. This direct signal transmission isolates spoken instructions from surrounding classroom noise, helping the student focus on essential speech cues.

NODIA

24. (A) I and II only
Speech-to-Text software enables hands-free text entry by transcribing spoken words into written format, making it ideal for individuals with dysgraphia or physical impairments. However, accurate transcription relies on clear vocal articulation and low environmental noise. It does not replace the cognitive skills required for composition, sentence structure, or vocabulary selection during writing tasks.

25. (C) Dragon NaturallySpeaking
Dragon NaturallySpeaking is a widely recognized commercial Speech-to-Text voice recognition software program. It transcribes spoken words into written digital text and permits complete hands-free computer operational control via voice commands. It serves as an essential assistive intervention for individuals with severe fine motor disabilities, physical upper-limb limitations, or developmental writing impairments.

26. (D) Students with profound deafness and non-verbal communication
Speech-to-Text software requires spoken voice input and precise vocal articulation to generate written text output accurately. Students with profound deafness who are non-verbal cannot provide the necessary auditory spoken language

III. High-tech AT requires no maintenance once it is successfully set up.

Which of the above statement(s) is/are correct?

(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

107. Which of the following is an example of an "Adapted Input Device"?

(A) A trackball mouse with oversized buttons
(B) A high-definition standard LED computer display monitor
(C) A high-speed wireless network document printer unit
(D) A standard pair of wired audio listening headphones

108. An onscreen virtual keyboard can be accessed by a student with severe motor limitations using a switch and a method called "Scanning". How does switch scanning work?

(A) The student physically scans individual printed keyboard key labels using an optical handheld barcode reader.
(B) Keys are highlighted sequentially; the student activates a switch when chosen.
(C) The computer system scans the student's facial features using a webcam to automatically authenticate login access.
(D) The virtual keyboard scans neural brainwave signals directly from the student's scalp to transcribe spoken words.

109. What is the primary barrier to using "Speech-to-Text" (Voice Recognition) software for a student with Cerebral Palsy who has dysarthria (unclear, slurred speech)?

(A) The speech recognition application software is physically too heavy for the student to transport between classrooms.
(B) Speech recognition requires clear articulation, which dysarthria impairs.
(C) Speech-to-text software applications are technically incapable of running on contemporary modern operating systems.
(D) The software system strictly mandates that the student must manually type at rapid speeds to initialize recognition.

110. Which government body in India is statutorily responsible for regulating the training policies and programs in the field of rehabilitation and special education, ensuring that professionals are trained to use appropriate pedagogical and technological tools?

(A) RCI (Rehabilitation Council of India)
(B) NCTE (National Council for Teacher Education)
(C) CBSE (Central Board of Secondary Education)
(D) UGC (University Grants Commission)

111. A Class IX student with low vision in a mainstream school uses a handheld optical magnifier to read printed books. Recently, the school shifted to digital PDFs viewed on computer screens. The student complains of eye fatigue and inability to read the screen with the optical magnifier. What is the most appropriate technological accommodation the special educator should recommend?

(A) Provide a heavy-duty Braille embosser and transition the student exclusively to full tactile Braille reading immediately.
(B) Assign a peer classmate to read every digital PDF document aloud to the student for the remainder of the academic school year.
(C) Install screen magnification software with color inversion on the computer.
(D) Instruct the student to simply sit significantly closer to the desktop computer monitor during all reading tasks.

112. "Audio-Supported Reading" (ASR) is a technique where a student listens to an audiobook while simultaneously tracking the highlighted text on a screen. This multisensory approach is highly effective for:

(A) Students diagnosed with complete total blindness
(B) Students with severe or profound sensorineural deafness
(C) Students with severe physical orthopaedic impairments only
(D) Students with dyslexia or reading difficulties

113. Under the National Education Policy (NEP) 2020, what is the stance on technology integration for children with disabilities?

(A) Technology integration should be minimized across all grade levels to encourage reliance on traditional instructional methods.
(B) High-tech assistive equipment should strictly and exclusively be made available within segregated special school facilities.
(C) Ensure equitable access to assistive tools and technology-based resources.

Click Here to Buy book on Flipkart

alternative text tags. Alternative text provides a clear textual description of the visual information, which screen reading software converts into synthetic speech or tactile Braille, ensuring visually impaired students receive complete instructional content.

36. (A) Open captions are burned into the video permanently; closed captions can be toggled on or off.
Open captions are permanently encoded directly onto video media frames and remain visible continuously to all viewers without configuration. In contrast, closed captions exist as a separate, selectable data stream, allowing individual viewers to toggle the visual text overlay on or off according to personal preferences, learning needs, or environmental conditions during media playback.

37. (C) Barrier-free access to educational content and communication
The Rights of Persons with Disabilities Act mandates equal access to education, communication, and digital platforms for individuals with disabilities. Providing uncaptioned video lessons creates an informational barrier for students with hearing impairments, directly violating statutory provisions that mandate barrier-free accessibility, equal opportunity, and accessible educational formats across all instructional modes.

38. (A) A student with a visual impairment
Audio description is an additional narrative audio track provided in video materials that verbally describes essential visual elements, such as action sequences, facial expressions, slide text, and scene changes during natural dialogue pauses. This accessibility feature enables individuals with visual impairments to fully comprehend visual content presented in video-based educational instruction.

39. (D) Student, Environment, Tasks, Tools
The SETT Framework stands for Student, Environment, Tasks, and Tools. Developed by Joy Zabala, it serves as a four-part collaborative decision-making model used by special education teams to analyze student abilities, operational learning environments, required curriculum tasks, and potential assistive technology tools necessary to support active educational participation and achievement.

40. (B) A collaborative team process involving the student, family, teachers, and specialists.
Effective assistive technology selection requires a collaborative decision-making approach involving the student, caregivers, general educators, special educators, and allied health professionals. This multidisciplinary process evaluates the individual's unique functional strengths, environmental contexts, curriculum requirements, and personal preferences, ensuring chosen devices effectively promote independence and functional goal achievement.

41. (B) II and III only
Assistive technology assessment is an ongoing dynamic process rather than a single isolated event. It must carefully consider the specific physical and instructional environments where technology will be applied, while remaining strictly centered on the student's personal strengths, functional needs, and learning goals throughout their educational growth and development.

42. (D) Expressive Language Disorder - VOCA device
Voice Output Communication Aids, or VOCAs, are electronic devices that generate synthesized or recorded speech when activated. They directly assist individuals with expressive language disorders or non-verbal communication profiles, enabling them to construct sentences, express personal needs, participate in academic discussions, and engage socially with peers and educators effectively.

43. (A) A pencil grip
Low-tech assistive technology tools are non-electronic, simple to operate, highly durable, and inexpensive adaptations. An ergonomic pencil grip is a classic example of a low-tech tool that assists students with fine motor delays or grasp difficulties, requiring no electronic power sources, software installation, ongoing maintenance, or specialized technical operating procedures.

44. (B) Low-tech assistive technology
A visual schedule constructed using laminated cards, physical icons, and hook-and-loop fasteners represents a low-tech assistive technology intervention. It provides tangible visual structure to support daily transitions and task comprehension for students with autism spectrum disorder, requiring minimal material

Downloaded from www.pdf.tube

expenses and no electrical power or complex software programming to operate.

45. (B) Require power sources, training, and higher financial investment.
High-tech assistive technology devices incorporate complex electronic components, specialized software programs, and digital interfaces. Consequently, they involve significant financial costs, require reliable power or battery sources, and demand specialized training for students, educators, and families to guarantee successful operational integration, routine maintenance, and long-term functional application within classroom settings.

46. (C) A is true but R is false
The ADIP Scheme provides financial support and grants for purchasing durable, scientific aids and assistive appliances for eligible persons with disabilities in India. However, its objective is not to distribute generic laptops to mainstream students, but rather to promote physical, communication, and educational rehabilitation by offering customized assistive equipment to beneficiaries.

47. (C) ALIMCO (Artificial Limbs Manufacturing Corporation of India)
The Artificial Limbs Manufacturing Corporation of India, operating under the aegis of the Ministry of Social Justice and Empowerment, is the primary public sector undertaking responsible for manufacturing, assembling, and distributing assistive devices, prosthetic appliances, wheelchairs, tricycles, and hearing aids distributed under the national ADIP scheme across India.

48. (D) Conducting assessment camps and distributing free essential aids to CWSN.
Under the inclusive education component of Samagra Shiksha Abhiyan, systematic provisions exist to support children with special needs. The initiative organizes identification and assessment camps in coordination with specialized agencies to evaluate individual requirements and distribute free essential aids, appliances, and assistive technology devices to enhance classroom access.

49. (C) Lack of training for users and families on device operation and maintenance.
Assistive technology abandonment occurs when prescribed devices are unused by students. The leading cause of abandonment is the lack of proper operational training, modeling, and technical support for students, teachers, and family members. Without adequate instruction and environmental integration, users become frustrated by operational difficulties, ultimately setting the technology aside.

NODIA

50. (B) Keyboard shortcuts and keystroke navigation commands
Screen readers present digital visual content non-visually using synthetic speech or tactile output. Because visually impaired users cannot rely on visual mouse pointer placement, special educators must emphasize training on operating system keyboard shortcuts, command sequences, and structural navigation keys to enable efficient computer control, document navigation, and web browsing.

51. (D) She failed to provide training, modeling, and routine integration.
Introducing complex assistive technology successfully requires structured instruction, consistent modeling, and gradual integration into daily natural routines. Simply delivering a device to a non-verbal student without teaching them or their communication partners how to navigate the system leads to confusion and disinterest, resulting in device abandonment despite the technology's potential benefits.

52. (A) Digital Accessible Information System
DAISY stands for Digital Accessible Information System. It is an international technical standard established for producing accessible digital talking books, structured audio materials, and digital documents. DAISY formats combine audio narration with synchronized digital text, enabling flexible visual styling and advanced structural navigation features specifically designed for individuals with visual or reading print disabilities.

53. (C) DAISY books enable structural navigation to jump directly to chapters or pages.
Unlike standard linear audio files, DAISY digital talking books integrate dynamic structural markup. This structure allows users to navigate seamlessly through content by jumping directly to specific chapters, sections, pages, or search terms, replicating the non-linear reading flexibility that sighted readers experience when

skimming or referencing traditional physical textbooks.

54. (A) Profitable
The Web Content Accessibility Guidelines are structured around four foundational accessibility principles known by the acronym POUR: Perceivable, Operable, Understandable, and Robust. These principles guide digital developers in creating digital interfaces accessible to users with disabilities. Profitability is a commercial outcome and is not a technical accessibility principle within the WCAG framework.

55. (D) Interface components and navigation must be fully operable, such as via keyboard.
Under the Web Content Accessibility Guidelines, the Operable principle mandates that all user interface components and site navigation mechanisms must be usable by everyone. This requires that all digital functionalities, interactive controls, form fields, and navigational menus be completely accessible through standard keyboard interfaces or alternative input devices without requiring physical mouse movements.

56. (B) I, II, and IV
Universal Design for Learning focuses on providing flexible instructional methods to accommodate learner diversity. Offering content across multiple modalities, permitting varied methods for assignment expression, and ensuring interfaces include high-contrast viewing options reflect UDL principles. Punitive system locks for incorrect answers create barriers to learning and contradict inclusive pedagogical practices.

57. (C) UD creates products universally accessible from the start, minimizing retrofitted AT.
Universal Design proactively creates environments, tools, and digital platforms that are natively accessible to all users from inception without requiring specialized modifications. Assistive Technology, in contrast, involves personal adaptive equipment retrofitted or provided specifically to an individual with a disability to overcome existing environmental or technological barriers.

58. (D) The Universal Design "Curb-Cut Effect"
The Curb-Cut Effect describes how features originally designed to accommodate individuals with disabilities provide unexpected benefits to the general population. Closed captioning, developed for individuals with hearing impairments, now assists language learners, individuals in noisy environments, and public venue visitors, illustrating how accessible design practices create universal societal utility.

59. (A) Inconsistent electricity and lack of secure storage for devices.
Implementing educational technology in inclusive rural classrooms faces major infrastructural obstacles. Frequent electrical power outages, lack of reliable internet connectivity, and absent secure physical storage facilities jeopardize the consistent operation and protection of electronic devices, limiting the daily functional application of high-tech assistive tools in resource-constrained schools.

60. (B) Teacher capacity building and Continuous Professional Development (CPD) in assistive technology and inclusive pedagogy.
The National Education Policy 2020 emphasizes teacher capacity building to ensure inclusive learning environments. To address limited teacher proficiency in assistive technologies, the policy recommends systematic continuous professional development programs, equipping educators with competencies in inclusive pedagogy, adaptive digital tools, and accessible learning content integration across general education classrooms.

61. (C) I and III only
The DIKSHA platform offers inclusive digital resources, including accessible textbooks, audiobooks, and Indian Sign Language instructional videos for diverse learners. Implemented alongside the PM e-VIDYA initiative, it expanded educational access for children with special needs during pandemic disruptions, demonstrating the utility of centralized accessible digital infrastructure for inclusive national education.

62. (A) PM e-VIDYA (specifically the ISL dictionary and textbook translation component)
PM e-VIDYA is a comprehensive national initiative designed to unify digital education efforts in India. Under this scheme, dedicated components focus on developing accessible educational e-content for students with hearing impairments by creating digitized Indian Sign Language video lessons, specialized ISL dictionaries, and standardized curriculum-aligned sign language instructional materials.

Click Here to Buy book on Amazon

activities like cooking or sorting, promoting skill acquisition and functional independence.

101. (D) A is false but R is true
High-tech communication devices remain vulnerable to battery depletion, software glitches, and physical damage, making it essential to maintain low-tech communication backups. Abandoning low-tech options completely upon procuring high-tech tools is incorrect, as back-up communication systems guarantee continuous ability to communicate across all settings and situations.

102. (A) A text description of an image read aloud by screen readers for visually impaired users.
Alternative text consists of concise written descriptions embedded within digital images and graphics. Screen readers read alt text aloud or send it to tactile Braille displays, ensuring visually impaired users understand the instructional meaning and visual context of illustrations, charts, and photographs present within digital learning documents.

103. (D) Translating spoken language to text
NVDA is an open-source screen reader designed to convert on-screen digital text into speech output or tactile Braille display output. It reads formatted text, navigates tables, and outputs Braille. Speech-to-Text conversion, however, relies on speech recognition software rather than screen reading technology, making it outside NVDA's functionality.

104. (B) Talking calculator
A talking calculator provides auditory speech feedback alongside visual displays, vocalizing pressed numbers, operational symbols, and calculated answers. For students with dyscalculia or visual processing issues, this tool provides multisensory verification of inputs, helping them bypass basic computational barriers to focus on mathematical concepts and problem-solving steps.

105. (C) Learning disabilities and ADHD, helping structure thoughts for writing.
Digital graphic organizers allow users to map concepts, categorize information, and outline ideas visually using software. They act as cognitive tools for students with learning disabilities or attention deficits by organizing thoughts, clarifying relationships between concepts, and structuring written compositions effectively before drafting full narrative texts.

106. (A) I and II only
Maintaining assistive technology requires regular software updates to preserve system compatibility with evolving operating platforms. Daily operational checks on hearing aids and FM system batteries ensure proper functionality. High-tech equipment always requires ongoing maintenance, software management, and user support, making the claim that it needs no maintenance incorrect.

107. (A) A trackball mouse with oversized buttons
An adapted input device modifies standard computing hardware to accommodate motor, physical, or sensory needs. A trackball mouse with oversized buttons allows individuals with limited wrist mobility, fine motor tremors, or reduced coordination to move screen cursors and execute click commands effectively without requiring standard mouse grip actions.

108. (B) Keys are highlighted sequentially; the student activates a switch when chosen.
Switch scanning is an indirect access technique where software highlights selectable options sequentially on screen. When the desired item is highlighted, the user activates an external switch—such as a head switch—to select it. This access strategy enables individuals with severe physical motor limitations to operate communication tools independently.

109. (B) Speech recognition requires clear articulation, which dysarthria impairs.
Speech-to-Text applications rely on clear vocal acoustic inputs and precise speech patterns to parse spoken words accurately. Dysarthria causes slurred or imprecise vocal articulation due to muscle weakness in speech mechanisms, leading to high transcription error rates that severely limit the effectiveness of standard voice recognition systems.

NODIA

110. (A) RCI (Rehabilitation Council of India)
The Rehabilitation Council of India is the statutory body empowered to regulate and standardize training policies, qualifications, and educational curricula for professionals working in special education and rehabilitation fields. RCI ensures that special educators and rehabilitation specialists possess certified competencies in

72. (B) Content locked in a static, unchangeable format like a scanned image
Universal Design for Learning digital textbooks emphasize flexibility and structural accessibility. Features like customizable font sizing, built-in text-to-speech tools, and hyperlinked glossaries align with UDL guidelines. Static, non-selectable scanned page images cannot be parsed by screen readers or adjusted visually, making them inaccessible to diverse learners.

73. (C) Audiologist
An audiologist is the certified healthcare professional responsible for programming, mapping, and fine-tuning a cochlear implant's digital speech processor. By measuring the user's auditory nerve responses and hearing thresholds, the audiologist configures signal parameters to ensure optimal sound perception, auditory safety, and speech comprehension development for the device recipient.

74. (D) Severe Cerebral Palsy - Braille Embosser
Braille embossers produce tactile output for individuals with visual impairments or blindness. Cerebral palsy is a motor condition affecting movement and posture, requiring physical adaptations like alternative switches or keyguards rather than tactile Braille printers, making the pair functionally incorrect in special education practice.

75. (A) Optical Character Recognition
Optical Character Recognition refers to the digital technology that analyzes graphical images of text, such as scanned paper documents or digital photographs, and converts them into machine-encoded, selectable digital text. OCR processing is essential for enabling screen reading software and text-to-speech engines to read inaccessible document files aloud.

76. (A) I and II only
Optical Character Recognition processes image-based text files into machine-readable digital text, enabling screen readers to synthesize spoken audio from scanned documents. Modern OCR technology is widely available on both desktop systems and mobile applications, making text accessibility flexible across multiple computing devices and mobile platforms for diverse users.

77. (B) Head mouse or head pointer
A head mouse or optical head pointer allows individuals with severe physical disabilities to control computer cursor movements using head motions. Specialized tracking cameras follow reflective dots or sensors placed on the user's forehead or glasses, translating physical head displacement into digital pointer actions across screen interfaces.

78. (A) Have fine motor tremors or spasticity leading to accidental keypresses.
Keyguards are sturdy overlay plates featuring targeted holes situated directly over individual keyboard keys. They support students with fine motor tremors, muscle weakness, or spasticity by providing physical support for resting hands and guiding finger movements into intended target keys, thereby preventing unintended keystrokes during typing activities.

79. (C) Web Content Accessibility Guidelines (WCAG)
The Web Content Accessibility Guidelines, established by the World Wide Web Consortium, represent the globally accepted standard for digital accessibility. Inclusive educational institutions follow WCAG specifications to ensure public websites, portals, and digital learning platforms are accessible to students, parents, and educators with diverse visual, auditory, motor, or cognitive disabilities.

80. (D) Closed captioning or a sign language interpreter
To make recorded video instruction accessible to students with hearing impairments, educators must incorporate synchronized text or visual translation. Closed captions present spoken dialogue and essential non-speech auditory cues visually on screen, while sign language interpretation translates spoken language, ensuring complete access to auditory information delivered during video lessons.

81. (C) Adjust vocabulary to Ravi's interests and model device use without forcing compliance.
When a student shows frustration with a new speech-generating device, educators should not abandon the technology or implement punitive measures. The appropriate approach involves personalizing vocabulary to match the learner's immediate interests, modeling functional device usage naturally during classroom activities, and

Downloaded from www.pdf.tube

structured math markup languages like MathML allows screen readers to read algebraic equations, fractions, and symbols aloud accurately, ensuring visual non-readers receive accurate mathematical information.

121. (B) Visual Impairment (Low Vision and Blindness)
Features like adjustable visual contrast, screen reading text-to-speech engines, and display magnification specifically address the operational needs of individuals with visual impairments. These software adaptations allow users with low vision or blindness to customize screen visuals or access digital information non-visually through synthesized spoken output.

122. (D) Input: Sip-and-puff switch -> Quadriplegia
Sip-and-puff switches process air pressure variations generated by breathing through a tube into control signals, offering an effective hands-free computer input mechanism for individuals with quadriplegia or severe upper-body physical limitations. This specialized input adaptation replaces standard keyboards and mice, facilitating independent computer operation.

123. (A) By translating content into local languages, supporting students struggling with English instruction.
The Bhashini initiative builds public AI-driven translation architecture to break language barriers across India. In special education, these translation systems convert learning materials into regional mother tongues, supporting students with cognitive or language processing difficulties who struggle with learning in non-native languages, thereby enhancing regional educational accessibility.

124. (B) Accommodations alter how information is accessed; modifications alter what content is learned.
Accommodations alter the instructional methods, accessible formats, or environmental settings used to access educational materials without lowering core academic standards. In contrast, modifications alter the underlying curriculum goals or learning expectations, adjusting what content or complexity level the student is expected to master during educational assessments.

125. (B) Severe physical and speech impairments where eye movement is the primary reliable motor control.
Eye-gaze tracking systems utilize specialized cameras to monitor eye movements, allowing users to operate software and construct messages by looking at screen icons. This assistive technology is critical for individuals with severe physical and speech disabilities, such as quadriplegia or advanced cerebral palsy, who retain voluntary eye movement control.

126. (A) Automatic switch scanning
Automatic switch scanning is an indirect access technique where software highlights selectable options sequentially on screen. When the desired item is highlighted, the user activates an external switch—such as a head switch—to select it. This access strategy enables individuals with severe physical motor limitations to operate communication tools independently.

127. (C) Using formal heading tags (H1, H2, H3) enabling screen readers to navigate section by section.
Structural heading tags establish logical document organization within electronic files. For screen reader users, heading tags allow software to jump directly between document sections, chapters, and topics without reading entire texts sequentially, enabling efficient non-visual document navigation similar to how sighted readers visually skim section headings.

128. (D) A visual scheduler and timer application
Visual scheduling and digital timer applications support students with autism spectrum disorder who experience anxiety during daily activity transitions. By illustrating upcoming routines with clear visual pictures and countdown timers, these applications provide structural predictability, supporting executive functioning and facilitating smooth transitions between classroom tasks.

NODIA

129. (C) An image with raised lines and textures enabling visually impaired individuals to feel diagrams.
Tactile graphics are specialized raised-line representations of visual diagrams, maps, charts, and illustrations. Designed with varied textures, heights, and tactile line symbols, they allow blind or visually impaired individuals to explore and interpret spatial and graphic educational

recognition, strategic, and affective brain networks through multiple means of representation, expression, and engagement. UDL principles apply universally to design inclusive educational environments for all learners, rather than being restricted solely to students with formally certified disabilities.

92. (B) Multiple Means of Representation
Presenting educational content through multiple modalities, such as printed text, audio read aloud by text-to-speech, and visual graphic novels, exemplifies the UDL principle of Multiple Means of Representation. This instructional approach ensures learners can perceive, process, and comprehend educational information through the sensory formats that best match their learning needs.

93. (B) Screen readers cannot read math equations saved as flat images accurately.
Mathematical markup languages like MathML provide structured semantic code for mathematical notation. Standard screen readers cannot parse mathematical equations encoded as flat graphical images or plain text strings. Utilizing accessible math markup enables screen readers to interpret and speak complex equations and mathematical symbols accurately to blind or visually impaired students.

94. (A) To bypass decoding deficits, allowing access to grade-level content and vocabulary.
Audiobooks serve as an effective instructional accommodation for students with severe dyslexia by allowing them to listen to text content. Bypassing reading decoding difficulties enables students to access grade-level curriculum content, develop sophisticated vocabulary, and demonstrate listening comprehension without being blocked by phonological processing limitations.

95. (C) Disparity in access to digital technology and internet among CWSN due to socio-economic factors.
The digital divide refers to economic, social, and geographical inequalities in accessing digital technology, internet infrastructure, and specialized hardware. In special education, this disparity affects students with special needs from disadvantaged backgrounds who lack equal access to essential digital learning devices, high-speed connectivity, and adaptive tools.

96. (D) Create a low-tech communication board using drawings and cardboard to start AAC immediately.
In resource-constrained environments, communication instruction should begin immediately using available low-tech tools rather than delaying support while waiting for high-tech devices. Fabricating communication boards with simple hand-drawn illustrations or pictures provides an immediate, effective augmentative framework for non-verbal students to express personal needs and engage socially.

97. (C) Smart Cane travel aid
A Smart Cane is an electronic orientation aid that uses ultrasonic or laser sensors to detect obstacles at chest and head levels, areas standard white canes miss. Upon detecting overhead hazards, it delivers vibrotactile feedback through the handle, alerting blind or visually impaired users to navigate around obstacles safely.

98. (B) Establishing a national database that streamlines access to schemes, scholarships, and aids.
The Unique Disability ID project creates a centralized digital database for persons with disabilities across India. This online system simplifies disability certification, ensures transparent verification, and streamlines seamless access to government welfare schemes, educational scholarships, financial support, and free assistive devices without requiring repeated documentation across states.

99. (D) Reader View mode
Reader View is a native feature in web browsers that strips away sidebars, flashing advertisements, pop-ups, and background clutter, presenting purely essential text and images. For students with attention deficits or visual processing challenges, this clutter-free visual presentation enhances focus and improves reading comprehension across online educational materials.

100. (A) By projecting digital prompts and visual steps onto real objects via a camera.
Augmented Reality technology overlays digital prompts, visual cues, or directional arrows onto physical real-world environments through screen displays. For students with intellectual disabilities learning life skills, AR delivers step-by-step interactive visual guidance during practical

Click Here to Buy book on Flipkart

63. (C) A controlled environment reducing social and sensory stress, aiding academic focus.
Remote learning utilizing digital tools provides a predictable, controlled physical environment for certain students with autism spectrum disorder or social anxiety. By reducing unexpected environmental noise, overwhelming social pressures, and sensory overload inherent to busy physical classrooms, distance education allows these learners to concentrate more effectively on academic content.

64. (D) Remote platforms often lack the concrete, hands-on, multisensory support required.
Students with profound intellectual disabilities rely heavily on direct physical prompt guidance, concrete manipulative materials, and real-time social feedback. Standard digital distance learning platforms rely primarily on abstract visual and auditory displays, lacking the tactile multisensory support and continuous individualized physical prompting necessary for meaningful educational engagement for these learners.

65. (C) By tracking progress digitally over time to generate visual graphs for IEP reviews.
Educational technology streamlines individual progress monitoring by systematically recording assessment performance and generating graphical trends over time. These visual data representations help special educators, multidisciplinary teams, and parents evaluate the effectiveness of interventions during individualized education programme reviews, enabling timely instructional modifications based on empirical learner growth data.

66. (B) Extend timer durations or remove time limits
Gamified assessment applications often enforce default countdown timers, creating anxiety and barriers for students with learning disabilities who require extra processing time. Adjusting application settings to extend timer durations or disable time limits removes speed pressures, allowing students to demonstrate their actual subject knowledge accurately and inclusively.

67. (D) Making frequent, data-based instructional decisions for student growth.
Curriculum-Based Measurement tracked through specialized software provides regular, ongoing performance data regarding student skills. By graphing progress continuously, special educators can quickly evaluate whether an instructional intervention is effective, enabling timely, data-driven instructional adjustments to support the student's ongoing learning needs and target goals.

68. (A) Absence of dedicated technical support or maintenance funds.
Long-term sustainability of assistive technology in educational settings requires ongoing hardware repairs, software updates, and replacement parts. Without allocated technical support staff and dedicated school maintenance funds, broken or outdated devices cannot be repaired, leading to technology abandonment and preventing continuous student access to necessary tools.

69. (C) Set up an Annual Maintenance Contract and train teachers in basic troubleshooting.
Complex electronic assistive tools like refreshable Braille displays require routine maintenance and technical support to function reliably. Establishing annual maintenance contracts with specialized providers and training local educators in basic system troubleshooting ensures device longevity, prevents extended hardware downtime, and guarantees continuous classroom access for blind students.

70. (A) By using smartphone computer vision apps to read text and narrate surroundings.
Artificial intelligence applications utilizing computer vision algorithms significantly enhance independence for individuals with visual impairments. Mobile applications can scan printed text, identify household objects, describe environmental scenes, and read visual information aloud in real time, serving as intelligent portable auditory assistants across diverse learning and everyday living environments.

71. (D) A is false but R is true
Introducing augmentative and alternative communication early does not hinder natural speech development or cause developmental reliance. Research indicates that AAC supports natural speech acquisition by providing visual and auditory language models. Waiting until age eight before introducing communication tools unnecessarily delays language development and increases frustration for non-verbal learners.

NODIA

using appropriate pedagogical, adaptive, and technological interventions.

111. (C) Install screen magnification software with color inversion on the computer.
Optical magnifying lenses are designed for printed physical paper rather than back-lit computer screens, where glare and distance cause eyestrain. Installing dedicated screen magnification software featuring color inversion and visual contrast adjustments provides clear text magnification, reducing eyestrain and enabling comfortable reading on digital display monitors.

112. (D) Students with dyslexia or reading difficulties
Audio-Supported Reading combines simultaneous auditory narration with visual on-screen text highlighting. This multisensory reading approach reinforces letter-sound connections, improves word recognition, and aids reading fluency, making it an effective instructional strategy for students experiencing dyslexia, decoding challenges, or reading learning disabilities.

113. (C) Ensure equitable access to assistive tools and technology-based resources.
The National Education Policy 2020 advocates for integrating technology across educational settings to create inclusive classrooms. It highlights providing equitable access to appropriate assistive tools, digital learning platforms, accessible software formats, and technology-based resources to empower students with disabilities to learn effectively alongside their peers.

114. (B) Subtitles translate dialogue; CC adds descriptions of non-speech audio.
Subtitles focus primarily on translating spoken language dialogue for viewers who do not speak the source audio language. Closed captions, developed specifically for deaf and hard-of-hearing audiences, transcribe spoken dialogue while also providing visual descriptions of non-speech auditory cues, such as background noises, sound effects, and speaker identification.

115. (D) It isolates individual keys through holes, preventing accidental adjacent keypresses.
A keyguard is a sturdy overlay panel positioned directly above a standard keyboard key layout, featuring targeted holes aligned over every key. It provides physical support for users with motor tremors or spasticity, allowing them to rest their hands and depress specific target keys cleanly without hitting adjacent keys accidentally.

116. (D) I, II, III, and IV
Reading pens, refreshable Braille displays, cochlear implants, and adaptive joysticks represent assistive technologies utilized to access educational information, communication interfaces, or computing environments. Each tool addresses specific visual, auditory, or motor needs, enabling students with disabilities to access instructional content and participate actively in learning activities.

117. (C) Scans printed text line-by-line and reads it aloud using text-to-speech.
A reading pen is a handheld optical scanner integrated with text-to-speech software. When dragged across printed text, it optically captures written words and reads them aloud instantly through built-in speakers or connected headphones, supporting students with dyslexia or visual impairments in accessing printed literature independently.

NODIA

118. (A) Multiple means of representation
Allowing students to alter video playback speeds supports the Universal Design for Learning principle of Multiple Means of Representation. Adjusting playback pace offers visual and auditory flexibility, accommodating varied cognitive processing speeds and listening capabilities, which enhances content comprehension for diverse learners across digital platforms.

119. (D) AT solutions often transition into mainstream features benefiting all users.
Many digital features now integrated into mainstream software, such as predictive text and automated spell checkers, originated as specialized assistive tools for individuals with disabilities. This transition demonstrates how inclusive innovation in assistive design ultimately yields universal benefits, improving digital interaction and productivity for society as a whole.

120. (B) Screen readers often misread math visuals; MathML enables accurate speech output.
Standard screen readers struggle to parse mathematical notation formatted as flat graphical images or plain text strings, often misinterpreting complex expressions. Utilizing

encouraging communication without enforcing stressful compliance expectations.

82. (B) Predictive text on an AAC app that learns user vocabulary patterns.
Artificial intelligence enhances communication applications through predictive text algorithms that analyze an individual's typing patterns, frequently used vocabulary, and sentence context. By predicting intended words dynamically, these AI-driven systems significantly reduce necessary physical keystrokes, speeding up message construction for non-verbal users or individuals with motor disabilities.

83. (D) Free learning materials and assistive devices for benchmark disabilities up to age 18.
The Rights of Persons with Disabilities Act mandates that appropriate government bodies provide free educational materials, appropriate learning resources, and necessary assistive devices to children with benchmark disabilities until they reach eighteen years of age, ensuring equitable educational access within inclusive environments.

84. (A) A screening checklist assisting schools in early identification of 21 RPWD disabilities.
Prashast is a digital screening mobile application developed by NCERT to support educators in identifying developmental delays and potential disabilities early. It provides standardized disability screening checklists aligned with the twenty-one benchmark disabilities defined under the Rights of Persons with Disabilities Act 2016, streamlining referral processes for specialized evaluations.

85. (C) The capability of AT tools to function seamlessly with mainstream hardware and software.
Interoperability refers to the structural compatibility that allows assistive technology devices and accessibility software to interact seamlessly with standard operating systems, mainstream hardware, and digital web applications. High interoperability ensures that screen readers, switch interfaces, and specialized input tools operate effectively across standard consumer electronics without system crashes.

86. (C) I, II, and III
Systemic barriers to adopting technology for students with special needs include limited regional language software tools, high procurement costs for specialized hardware like Braille displays, and insufficient teacher training in adaptive technology. Students with disabilities possess the inherent capacity to interact with technology when provided with appropriate accessibility adaptations.

87. (D) Hearing aids with a Telecoil setting
An induction loop system generates electromagnetic signals picked up directly by hearing aids or cochlear implant processors set to the telecoil mode. This technology bypasses acoustic sound transmission through the air, delivering clear spoken audio directly into the student's hearing device while filtering out ambient acoustic classroom noise.

88. (B) It transmits audio magnetic signals directly to a hearing aid's telecoil, reducing noise.
Induction loop systems convert audio output from an instructor's microphone into electromagnetic signals distributed along a physical wire loop surrounding a room. Hearing devices equipped with telecoils receive these magnetic signals directly, converting them back into clear sound while eliminating acoustic background noise, distance loss, and room reverberation.

89. (C) A literacy tool offering word suggestions as letters are typed, reducing keystrokes.
Word prediction software assists learners by predicting intended words based on initial keystrokes and context. By presenting candidate words in a selectable list, the software decreases required keystrokes, speeds up typing input, and reduces spelling errors for individuals experiencing physical motor delays or specific writing difficulties.

90. (D) Dysgraphia and motor impairments limiting typing
Word prediction software benefits students with dysgraphia, motor difficulties, or physical fatigue when operating keyboards. By offering relevant word choices after a few keystrokes, the software reduces physical typing demands and lowers cognitive spelling strains, allowing students to focus on sentence construction and writing composition.

91. (A) I and II only
The Universal Design for Learning framework is grounded in neuroscience research, targeting

Downloaded from www.pdf.tube

information through touch, supplementing printed Braille reading materials.

130. (B) It heats microcapsule paper to swell black ink into tactile graphics.
A Swell Form Machine, or fuser, produces tactile graphics using specialized heat-sensitive microcapsule paper. When printed black diagrams pass through the machine's thermal bulb, the black carbon ink absorbs heat and expands, causing the lines to swell into raised tactile surfaces that blind individuals can explore tactually.

131. (C) I and III only
Using calculators helps students with dyscalculia bypass basic computational mechanics, allowing them to engage in higher-level mathematical problem-solving. Talking calculators provide auditory speech alongside visual displays, offering multisensory feedback that ensures accurate data entry. Calculators are permissible accommodations in inclusive classrooms under appropriate individualized guidelines.

132. (A) Yellow text on a black background
High-contrast visual settings improve visual readability for individuals with low vision or photophobia. Combining high-luminance yellow text against a dark black background minimizes visual glare and maximizes contrast boundaries, making on-screen characters easier to distinguish for students with visual impairments during extended computer usage.

133. (C) A disabled student's ability to navigate and create digital content using assistive tools.
In special education, digital literacy refers to a disabled student's ability to access, navigate, evaluate, and create digital information using appropriate assistive tools and accessible hardware interfaces. Developing digital literacy empowers students with special needs to participate independently in modern educational, vocational, and digital social environments.

134. (A) ePub 3.0 format supporting text-to-speech and reflowable text
E-Pathshala provides digital textbooks in accessible ePub 3.0 formats to support inclusive learning. This open standard supports reflowable text layouts and built-in text-to-speech integration, allowing visually impaired or dyslexic students to adjust font sizes dynamically without horizontal scrolling or listen to content via integrated voice synthesis.

135. (D) Text wraps automatically to fit screen width when enlarged, avoiding horizontal scrolling.
Reflowable text formats automatically adjust layout presentation when font sizes are enlarged, wrapping text neatly within display screen borders. For students with low vision using magnification, reflowable text eliminates the need for horizontal panning across pages, resulting in a continuous, fluent reading experience compared to fixed PDF layouts.

136. (B) Provide rugged shock-proof cases with ergonomic handles or straps.
Providing protective equipment like rugged, shock-proof cases equipped with ergonomic carrying handles or mounting straps offers a practical, cost-effective accommodation for students with motor delays. This modification safeguards hardware against accidental drops while ensuring students retain equitable personal access to digital learning activities on mobile tablets.

137. (C) The PDF is a scanned image of paper without OCR processing.
PDF files created from scanned physical paper images without Optical Character Recognition processing contain flat graphical pixels rather than selectable digital text characters. Screen readers cannot interpret flat images as readable text, rendering the document completely inaccessible to blind users until OCR processing is applied.

NODIA

138. (D) Closed captioning
Closed captioning exemplifies the Universal Design curb-cut effect. Developed originally to grant deaf and hard-of-hearing individuals access to broadcast media, closed captions now assist broad populations, including non-native language learners, emergency room visitors, commuters in noisy environments, and young children acquiring early reading literacy skills.

139. (C) I and III only
Evaluating assistive technology interventions requires measuring whether the student achieves target IEP goals and ensuring continuous ongoing monitoring to address changing educational needs. Student preferences and comfort must always be considered, as forcing usage of

Reason (R): Medical reports alone do not provide sufficient information about how environmental factors like lighting, distance, and contrast affect a student's learning efficiency.

(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

38. A special educator is preparing to administer a Functional Vision Assessment (FVA). To obtain the most accurate results regarding the child's functional capabilities, the assessment should be conducted:

(A) In a variety of familiar natural environments, under different lighting conditions.
(B) Exclusively within a controlled, darkened clinical examination room during formal diagnostic testing.
(C) In a highly unfamiliar, chaotic, and stressful environment specifically designed to test maximum student adaptability.
(D) Using only standardized computerized eye-tracking software programs without any real-world functional observations.

39. In the context of educational needs for students with visual impairment, what does "alternate-format access" primarily refer to?

(A) Allowing students to attend school on alternate days.
(B) Permitting students to take exams in alternate subjects like music instead of mathematics.
(C) Providing learning materials in Braille, large print, audio, or accessible digital formats.
(D) Changing the physical architecture of the school building.

40. A 7th-grade student with total blindness is placed in a general education classroom. The science teacher uses a standard printed textbook. Which is the most appropriate action by the special education resource teacher to ensure the student's access to information?

(A) Have an assigned teacher assistant continuously read the print textbook aloud to the student throughout every science lesson.
(B) Transcribe or procure the textbook in Braille or accessible digital format prior to instruction.
(C) Completely excuse the student from attending science class and schedule orientation and mobility training during that time block.
(D) Instruct the student to rely entirely on informal peer notes copied orally from classmates during or after the lesson.

41. Consider the following core components of an Orientation and Mobility (O&M) program:

I. Sensory training (developing auditory, olfactory, and tactile awareness).
II. Concept development (body image, spatial relations).
III. Motor development (posture, balance, gait).
IV. Use of mobility aids (sighted guide, white cane).

Which of the above are essential parts of comprehensive O&M instruction?

(A) I, II, and IV
(B) II, III, and IV
(C) I, III, and IV
(D) I, II, III, and IV

42. When developing concepts for a student with congenital blindness, teachers must heavily rely on concrete, hands-on experiences. Why is this teaching strategy necessary?

(A) Children with blindness lack the basic linguistic vocabulary required to comprehend abstract spoken descriptions.
(B) Tactile exploration directly conveys object properties that sighted children learn visually.
(C) Hands-on concrete instruction is explicitly mandated by law for all subjects under the Right to Education Act, 2009.
(D) Children who are born totally blind are fundamentally incapable of comprehending abstract concepts of any kind.

43. A special educator is teaching "Activities of Daily Living" (ADL) to a visually impaired teenager. Which of the following is a primary objective of this instruction?

(A) To help the student remain safely reliant on parental assistance for routine personal care over extended periods.
(B) To systematically train and condition the student for participation in elite national-level competitive sports.
(C) To ensure the student achieves a minimum writing proficiency of 60 words per minute using a mechanical Braille writer.
(D) To develop grooming, eating, and personal

Click Here to Buy book on Amazon

CHAPTER 11
Visual Impairment

1. According to the Rights of Persons with Disabilities (RPWD) Act, 2016, which of the following is a criterion for defining "blindness"?
(A) Limitation of the field of vision subtending an angle of less than 10 degrees
(B) Visual acuity of 6/18 in the better eye with best possible correction
(C) Limitation of the field of vision subtending an angle of less than 40 degrees
(D) Visual acuity of less than 6/60 but more than 3/60 in the better eye

2. Consider the following statements regarding the legal definition of blindness under the RPWD Act, 2016:
I. Total absence of sight.
II. Visual acuity less than 3/60 or less than 10/200 (Snellen) in the better eye with best possible correction.
III. Limitation of the field of vision subtending an angle of less than 20 degrees.
Which of the statements given above are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

3. Which of the following best describes the fundamental difference between severe low vision and total blindness in an educational context?
(A) Students with severe low vision can use their residual vision as a primary channel for learning, whereas totally blind students require non-visual media.
(B) Students with severe low vision rely entirely on tactile media, whereas totally blind students rely on auditory media.
(C) Severe low vision is exclusively a congenital condition, whereas total blindness is acquired.
(D) Students with total blindness have better orientation and mobility skills naturally than those with low vision.

4. A teacher in an inclusive classroom observes a 9-year-old student frequently bumping into desks, holding books very close to their face, and complaining of headaches when looking at the blackboard. Based on these observations, which of the following actions is the most appropriate first step?
(A) Immediately begin teaching the student Braille.
(B) Ask the parents to transfer the student to a special school for the blind.
(C) Provide the student with a white cane for classroom navigation.
(D) Refer the student for a comprehensive clinical and functional vision assessment.

5. Under the RPWD Act, 2016, what is the upper limit of visual acuity in the better eye with best possible correction for a person to be classified under "Low Vision"?
(A) Not exceeding 3/60
(B) Not exceeding 6/60
(C) Not exceeding 6/18
(D) Not exceeding 10/200

6. Which of the following is NOT a criterion for defining Low Vision under the RPWD Act, 2016?
(A) Visual acuity not exceeding 6/18 or less than 20/60 up to 3/60 in the better eye.
(B) Total absence of sight with perception of light only.
(C) Limitation of the field of vision subtending an angle of less than 40 degrees up to 10 degrees.
(D) Visual impairment that affects functioning but leaves residual vision.

7. The educational implication of distinguishing between total blindness and low vision is most directly related to determining the student's:
(A) Cognitive capacity and IQ score
(B) Eligibility for admission to regular schools under the RTE Act, 2009
(C) Need for speech therapy services
(D) Primary learning medium (visual vs. tactile/ auditory)

NODIA

experience.
(C) Engaging in continuous excessive talking to compensate for an inability to perceive visual cues.
(D) Repeating spoken phrases through automatic echolalia commonly linked with co-occurring autism.

24. Which of the following pairs concerning the characteristics of children with visual impairment is correctly matched?
(A) Fine Motor Skills - Often delayed due to reluctance to explore tactile environments
(B) Gross Motor Development - Completely unaffected and naturally matches that of sighted peers in all settings
(C) Spatial Orientation - Develops naturally and effortlessly without needing any specific instructional training
(D) Concept Development - Achieved with high efficiency primarily through incidental visual observation of surroundings

25. Which of the following is an EXCEPTION when discussing the language development patterns of children with visual impairment?
(A) They suffer from fundamental neurological deficits that prevent the acquisition of syntax and grammar.
(B) They may experience noticeable initial delays in acquiring and correctly applying personal pronouns such as I and you.
(C) Their overall vocabulary development for abstract visual concepts frequently lacks underlying concrete experiential backing.
(D) They regularly ask an excessive number of verbal questions to orient themselves and systematically gather environmental information.

26. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Children with total blindness often exhibit delays in independent gross motor milestones such as crawling and walking.
Reason (R): The lack of visual stimuli reduces the external motivation to reach out and move toward objects in their environment.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

27. Consider the following social interaction challenges for children with visual impairment:
I. Inability to read non-verbal facial expressions of peers.
II. Difficulty in making appropriate eye contact during conversations.
III. Lack of desire to form social relationships due to inherent cognitive deficits.
Which of the above statements are true?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

28. Which of the following is the most significant limitation for a child with congenital blindness regarding concept development?
(A) The child suffers from an inability to process or understand complex spoken auditory input.
(B) The child completely lacks the basic underlying cognitive capacity required to form concepts.
(C) Inability to engage in incidental visual learning from the environment.
(D) The child is inherently and permanently incapable of engaging in higher-order abstract reasoning.

29. A special educator wants to support the emotional development of a teenager with progressive vision loss who is experiencing anxiety and social withdrawal. Which of the following strategies is most appropriate?
(A) Completely exempting the student from participating in all social group activities in order to minimize anxiety levels.
(B) Substantially lowering overall academic expectations and course requirements to lighten the student's daily stress load.
(C) Connecting the student with visually impaired adult role models and building self-advocacy skills.
(D) Advising the parents and family members to manage all of the student's emotional and psychological needs exclusively at home.

30. A student with visual impairment in a primary class frequently engages in eye-pressing, body rocking, and hand-flapping during unstructured time. The teacher understands that these

Downloaded from www.pdf.tube

16. Consider the following causes of visual impairment:
I. Vitamin A deficiency (Xerophthalmia)
II. Albinism
III. Untreated Cataract
Which of the above are predominantly considered acquired or post-natal causes in early childhood or adulthood?
(A) I and II
(B) I and III
(C) II and III
(D) I, II, and III

17. Which of the following describes the key difference between Cataract and Glaucoma?
(A) Cataract is caused by increased intraocular pressure, whereas Glaucoma involves total clouding of the natural crystalline lens.
(B) Cataract exclusively damages peripheral visual fields, whereas Glaucoma exclusively destroys central visual clarity.
(C) Cataract cannot be surgically treated under any circumstances, whereas Glaucoma is easily cured using simple eye drops.
(D) Cataract is clouding of the natural lens, whereas Glaucoma involves optic nerve damage from elevated intraocular pressure.

18. Which of the following statements about Macular Degeneration is correct?
(A) It primarily causes progressive loss of peripheral vision, leading to severe visual constriction known as "tunnel vision."
(B) It affects central vision, making reading print and face recognition difficult.
(C) It is a congenital genetic condition that is always fully present at birth in affected infants.
(D) It is a highly contagious infectious disease commonly transmitted among young primary school children.

19. Identify the INCORRECT statement regarding Cataracts.
(A) Cataracts involve the opacification or clouding of the lens.
(B) In many cases, vision can be restored or significantly improved through surgical removal of the cloudy lens.
(C) Congenital cataracts can occur and should be treated early to prevent amblyopia.
(D) Cataracts directly destroy the optic nerve, making vision loss completely irreversible.

20. Which of the following sensory compensation patterns is typically observed in children with total blindness?
(A) They naturally and spontaneously develop a mysterious "sixth sense" that completely replaces lost vision.
(B) Their auditory and tactile acuity automatically becomes biologically superior to that of sighted peers.
(C) They learn to use auditory and tactile cues more efficiently through direct training and experience.
(D) They rely almost exclusively on their olfactory sense for all spatial orientation and navigational tasks.

21. During a classroom activity, a special educator notices that a 10-year-old student consistently tilts their head to one side while reading large print materials and squints when looking at the smartboard. These behavioral indicators strongly suggest:
(A) Total blindness with absence of light perception
(B) Severe developmental Autism Spectrum Disorder
(C) Moderate to severe Intellectual Disability
(D) Low vision or a specific refractive error

NODIA

22. Consider the following statements regarding the cognitive development challenges faced by children with total visual impairment:
I. Difficulty in understanding abstract concepts that cannot be touched.
II. Delays in understanding object permanence during infancy.
III. Inability to process verbal information or develop spoken vocabulary.
IV. Challenges in incidental learning from the surrounding environment.
Which of the statements given above are correct?
(A) I, II, and III
(B) I, II, and IV
(C) II, III, and IV
(D) I, III, and IV

23. In the context of language development in children with visual impairment, the term "verbalism" refers to:
(A) The total functional inability to speak fluently caused by an absence of visual social cues.
(B) Using words without clear concrete understanding due to limited direct sensory

unwanted devices leads to user frustration and eventual technology abandonment.

140. (B) Augmentative and Alternative Communication

In assistive technology and special education, AAC stands for Augmentative and Alternative Communication. It encompasses a wide spectrum of manual strategies, symbol boards, visual picture systems, and electronic speech-generating tools designed to supplement or replace spoken language for individuals experiencing severe expressive communication challenges across diverse educational and social settings.

****

Click Here to Buy book on Flipkart

behaviors, often called "blindisms" or stereotypic behaviors, primarily occur due to:
(A) Severe underlying intellectual disability affecting motor control and cognitive function.
(B) Conscious and intentional classroom misbehavior aimed specifically at seeking teacher attention.
(C) Sensory regulation or self-stimulation in the absence of visual input.
(D) Early diagnostic symptoms indicating a progressive degenerative neurological disease.

31. Which of the following logical reasons best explains why spatial orientation is exceptionally challenging for children with profound visual impairment?
(A) They suffer from severely compromised vestibular systems that prevent proper spatial balance and equilibrium.
(B) Their auditory processing is typically impaired alongside their vision, preventing effective sound localization.
(C) They are completely incapable of formulating any form of cognitive spatial maps or mental imagery of physical spaces.
(D) They lack visual landmarks and distance cues needed to map their surroundings.

32. Which of the following screening tools is universally used in school health programs to assess basic visual acuity?
(A) Audiometer
(B) Snellen Chart
(C) WISC-IV
(D) Denver Developmental Screening Test

33. Arrange the following steps in the correct sequence for identifying and supporting a child with suspected visual impairment in a regular school setting:
I. Referral to an ophthalmologist for a clinical diagnosis.
II. Observation of behavioral indicators by the class teacher.
III. Implementation of an Individualized Education Programme (IEP) with specific accommodations.
IV. Administration of a Functional Vision Assessment (FVA) by a special educator.
Which of the following represents the correct sequence?
(A) II, I, IV, III
(B) I, II, III, IV
(C) II, IV, I, III
(D) IV, I, II, III

34. What is the primary purpose of a Functional Vision Assessment (FVA)?
(A) To conduct a comprehensive clinical examination to determine the precise medical underlying cause of vision loss.
(B) To perform diagnostic refractive testing to prescribe appropriate corrective eyeglasses or optical contact lenses.
(C) To complete official administrative documentation required to issue a benchmark disability certificate under RPWD Act.
(D) To evaluate how a child uses residual vision to perform daily functional tasks in real-world settings.

35. Consider the following components assessed during a Functional Vision Assessment (FVA):
I. Color and contrast perception in the classroom environment.
II. Visual tracking of moving objects.
III. Measurement of exact intraocular pressure.
Which of the above are primarily conducted by a special educator during an FVA?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

36. Identify the correct statement regarding clinical vision assessment versus functional vision assessment.
(A) Both types of assessment must exclusively be conducted in hospital settings by a licensed medical practitioner.
(B) Clinical assessment tests acuity and fields, while functional assessment measures vision use in daily tasks.
(C) Functional vision assessment is mandatory and must always be fully completed prior to any formal clinical eye examination.
(D) Functional vision assessment is conducted solely for legal disability certification and establishing government benefits.

37. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): A Functional Vision Assessment (FVA) is vital for planning the educational program of a student with low vision.

Downloaded from www.pdf.tube

satisfy parental expectations.
(B) Explain the need for pre-Braille fine motor and tactile discrimination activities first.
(C) Completely abandon Braille instruction and teach the child exclusively using accessible commercial audiobooks.
(D) Advise the parents that the child lacks the basic cognitive readiness required to enroll in kindergarten programs.

52. Consider the following statements about the structure and logic of the Braille system:
I. The first 10 letters (a-j) use only the upper four dots (dots 1, 2, 4, 5).
II. Letters k-t are formed by adding dot 3 to the first ten letters.
III. Braille is read strictly visually by special educators without any tactile equivalent.
Which of the above statements are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

53. What is the fundamental difference between Uncontracted (Grade 1) and Contracted (Grade 2) Braille?
(A) Uncontracted Braille is strictly reserved for mathematical numbers, whereas Contracted Braille is used exclusively for literacy.
(B) Uncontracted transcribes letter-for-letter; Contracted uses abbreviations to save space and speed up reading.
(C) Uncontracted Braille is tactilely read using only the right index finger, whereas Contracted Braille requires two-handed reading.
(D) Uncontracted Braille is utilized exclusively within South Asia, whereas Contracted Braille is mandated for international publications.

54. When creating tactile diagrams for a student with visual impairment, which of the following principles is most important?
(A) The diagram should incorporate high-contrast visual colors regardless of tactile representation quality.
(B) The diagram should be made highly detailed and intricate to include every minor visual element from the textbook.
(C) Simplify the diagram with distinct textures and raised lines, removing unnecessary clutter.
(D) The diagram must maintain the exact physical dimensions of the original print image to preserve scale ratio.

55. A teacher is introducing the concept of a "leaf" to a congenitally blind child. Which of the following hands-on exploration techniques is the most effective?
(A) Providing the child with a small plastic toy replica tree to explore tactilely during classroom seatwork.
(B) Verbally describing the leaf in vivid descriptive detail using visual concepts such as green color and flatness.
(C) Guiding the child outdoors to explore real leaves of varying shapes and textures directly on trees.
(D) Giving the child an isolated, flat thermoform raised-line drawing of a leaf without providing context or explanation.

56. Which of the following auditory methods would be an EXCEPTION and generally INEFFECTIVE when teaching a student with visual impairment?
(A) Consistently providing clear, precise, and descriptive verbal explanations of visual occurrences in the room.
(B) Using directional words like "over there" and "this one" while pointing at the board.
(C) Utilizing professional audio-recorded instructional content to assist with lengthy textbook reading assignments.
(D) Always verbally announcing oneself by name whenever entering or exiting the instructional classroom environment.

NODIA

57. Consider the following auditory teaching strategies for visually impaired students:
I. Describing visual materials aloud as they are presented.
II. Calling students by name to direct their attention.
III. Reading aloud everything written on the blackboard.
IV. Minimizing background noise in the classroom to improve auditory focus.
Which of the above are highly recommended practices?
(A) I, II, and III
(B) I, III, and IV
(C) II, III, and IV
(D) I, II, III, and IV

hygiene skills for independent living.

44. Consider the following strategies for integrating Daily Living Skills (DLS) into the curriculum for a child with visual impairment:
I. Teaching the student how to organize their desk and materials independently.
II. Incorporating lessons on identifying coins and currency during math class.
III. Ensuring an aide always feeds the child during lunch to save time.
Which of the above are appropriate inclusive practices?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

45. Identify the INCORRECT statement regarding Orientation and Mobility (O&M) training.
(A) Formal Orientation and Mobility instruction should ideally begin during early childhood development.
(B) Orientation is defined as the process of using remaining senses to establish one's position and relationship to other objects.
(C) Mobility is defined as the capacity and facility to move safely, efficiently, and independently through the environment.
(D) O&M training is unnecessary if the child has a dedicated sighted human guide at all times.

46. Which of the following is an EXCEPTION and is NOT typically classified as a Daily Living Skill (DLS) for a visually impaired student?
(A) Learning techniques for pouring hot or cold liquids safely into a cup without spilling.
(B) Independently matching clothing items based on visual color combinations and tactile textures.
(C) Using a Braille note-taker to browse the internet.
(D) Managing routine daily personal hygiene, self-care practices, and individual grooming.

47. The standard Braille cell consists of how many embossed dots?
(A) 4 embossed dots symmetrically arranged in a simple square grid pattern
(B) 6 dots arranged in two vertical columns of three dots each
(C) 8 embossed dots arranged in two horizontal rows containing four dots each
(D) 9 embossed dots uniformly arranged in a standardized three-by-three matrix grid

48. Who invented the six-dot tactile reading and writing system used globally by persons with visual impairments?
(A) Valentin Haüy
(B) Helen Keller
(C) Louis Braille
(D) Thomas Edison

49. Arrange the following stages of early Braille reading development in the most logical sequence:
I. Introduction to the Braille alphabet and cell configuration.
II. Tactile discrimination of basic shapes, textures, and lines.
III. Reading simple uncontracted Braille words.
IV. Developing finger dexterity and hand tracking skills across a line.
Which of the following represents the correct sequence?
(A) II, IV, I, III
(B) IV, II, I, III
(C) I, II, IV, III
(D) II, I, IV, III

50. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Early tactile stimulation and fine motor development are critical pre-requisites for Braille literacy in young children with visual impairment.
Reason (R): Braille reading requires high tactile sensitivity and coordinated tracking movements of the fingers to decode small dot patterns accurately.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

51. A 5-year-old totally blind child is entering kindergarten. The parents are anxious for the child to immediately start reading Braille books. The special educator observes that the child has poor finger strength and cannot distinguish between rough and smooth textures. What is the best pedagogical response?
(A) Require the child to memorize and recite all Braille alphabet dot patterns immediately to

Click Here to Buy book on Amazon

8. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): A child who acquires visual impairment at age 7 (adventitious blindness) typically has an advantage in concept development compared to a child with congenital total blindness.
Reason (R): The adventitiously blind child has visual memory and previously established visual concepts that aid in understanding spatial relationships and object permanence.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

9. Which of the following best defines "adventitious visual impairment"?
(A) Visual impairment that is present at birth due to genetic factors.
(B) Visual impairment resulting from conditions that develop in utero.
(C) Visual impairment caused solely by maternal infections during the first trimester.
(D) Visual impairment acquired after birth due to trauma, disease, or infection.

10. Consider the following educational implications for a child with congenital total blindness:
I. Extensive intervention is required for basic concept development.
II. Visual memory can be utilized to teach complex spatial structures.
III. Direct, hands-on, and tactile experiences are critical from early childhood.
IV. Incidental learning occurs naturally through auditory observation.
Which of the above statements are correct?
(A) I and III
(B) II and IV
(C) I, II, and III
(D) I, III, and IV

11. Match the classification of visual impairment in List I with its defining characteristic in List II:
List I: (Classification of Visual Impairment)
P. Congenital Visual Impairment
Q. Legal Blindness
R. Low Vision
S. Adventitious Visual Impairment
List II: (Defining Characteristic)
1. Retains functional vision for learning with modifications
2. Present at or immediately after birth
3. Acquired later in life due to injury or illness
4. Visual acuity less than 3/60 in the better eye
(A) P-1, Q-2, R-3, S-4
(B) P-2, Q-4, R-1, S-3
(C) P-3, Q-4, R-1, S-2
(D) P-2, Q-3, R-1, S-4

12. Which of the following is primarily considered a prenatal/developmental cause of congenital visual impairment?
(A) Infectious bacterial trachoma
(B) Advanced adult diabetic retinopathy
(C) Retinopathy of Prematurity (ROP)
(D) Severe childhood Vitamin A deficiency

13. A 6-year-old child was born prematurely at 26 weeks of gestation and required prolonged oxygen therapy in the NICU. The child now has severe visual impairment. Which of the following is the most likely cause of this child's visual impairment?
(A) Retinopathy of Prematurity (ROP)
(B) Primary infantile congenital glaucoma
(C) Inherited retinitis pigmentosa mutation
(D) Chronic infectious bacterial trachoma

NODIA

14. Which of the following visual impairments is primarily caused by an inherited genetic mutation?
(A) Infectious bacterial trachoma infection
(B) Neonatal ophthalmia neonatorum disease
(C) Traumatic bacterial corneal ulceration
(D) Leber's Congenital Amaurosis

15. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Trachoma was historically a leading cause of acquired blindness in developing countries.
Reason (R): Trachoma is an infectious disease caused by the bacterium Chlamydia trachomatis, which leads to repeated conjunctivitis and corneal scarring.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

58. A student with low vision due to Albinism experiences extreme photophobia (sensitivity to light). What environmental adaptation should the special educator recommend in the inclusive classroom?
(A) Seat the student directly facing an unshaded window to ensure maximum illumination of learning materials.
(B) Position the student away from window glare and permit tinted lenses or a peaked cap.
(C) Completely extinguish all artificial fluorescent overhead lighting within the classroom environment.
(D) Convert and provide all standard classroom reading materials exclusively in Grade 2 Contracted Braille format.

59. Match the low vision adaptation strategy in List I with its corresponding visual need in List II:
List I: (Low Vision Adaptation Strategy)
P. Increasing font size
Q. Using a typoscope (reading slit)
R. Enhancing contrast
S. Adjusting task lighting
List II: (Visual Need)
1. Student has difficulty maintaining visual focus on a single line of text
2. Student requires high illumination to see details
3. Student has diminished visual acuity
4. Student struggles to distinguish similar shades
(A) P-3, Q-1, R-4, S-2
(B) P-1, Q-3, R-2, S-4
(C) P-4, Q-2, R-1, S-3
(D) P-3, Q-4, R-1, S-2

60. Which of the following is the most appropriate font adaptation for a student with low vision?
(A) Using a clean sans-serif font with proper letter and line spacing.
(B) Selecting a compact, highly decorative cursive script font to exercise and strengthen the ocular muscles.
(C) Printing all instructional text using light yellow font set against a bright white background paper.
(D) Converting all text materials into capitalized uppercase letters across every reading assignment.

61. What is meant by using "typographical cues" to assist a low vision learner?
(A) Requiring the student to complete all written assignments using a mechanical typewriter instead of a computer.
(B) Using bolding, underlining, or color highlighting to emphasize key text elements.
(C) Reading written textbook content aloud to the class while applying exaggerated vocal inflections and intonations.
(D) Converting all standard instructional reading materials exclusively into Contracted Grade 2 Braille formats.

62. Which of the following is the most logical reason for a high school student with total blindness to use audio recordings in addition to Braille for studying?
(A) Audio allows faster processing of large volumes of text compared to Braille reading.
(B) Totally blind students naturally experience a progressive loss of tactile sensitivity as they transition into adulthood.
(C) Listening to specialized audio recordings serves as a therapeutic exercise designed to improve residual visual acuity.
(D) Standard Braille codes lack the capacity to transcribe complex scientific formulas or advanced high school subjects.

63. Which orientation and mobility technique involves rhythmically sweeping the white cane from side to side in an arc slightly wider than the user's shoulders, with the cane tip touching the ground on the opposite side of the stepping foot?
(A) Continuous wall trailing technique
(B) Standard human sighted guide technique
(C) Two-point touch (Hoover technique)
(D) Stationary diagonal cane technique

64. Consider the following statements about cane techniques in O&M training:
I. The diagonal technique is used primarily for protection in familiar, controlled indoor environments.
II. The touch technique (Hoover) is used primarily for safe travel in unfamiliar or outdoor environments.
III. The white cane completely eliminates the need for auditory orientation.
Which of the above statements are true?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

Downloaded from www.pdf.tube

(D) A specialized software application that converts tactile Braille input into spoken synthesized English.

95. A college student with visual impairment frequently receives printed handouts from professors. Which technology would logically be most useful to independently read these hard-copy documents?
(A) OCR software combined with a camera scanner and screen reader.
(B) A standard closed-circuit television (CCTV) system lacking digital text-to-speech features.
(C) A manual mechanical Perkins Braille writing machine used for embossed paper output.
(D) A computer screen magnification software package such as ZoomText or Fusion.

96. What is a key practical difference between JAWS and NVDA for a student needing a screen reader?
(A) JAWS operates exclusively in English, whereas NVDA is programmed to read text only in Hindi.
(B) JAWS is commercial paid software, while NVDA is free and open-source.
(C) JAWS is a physical desktop hardware terminal, whereas NVDA is a digital software program.
(D) JAWS is designed specifically for low vision learners, whereas NVDA serves totally blind users.

97. A special education teacher is instructing a 6-year-old on using the stylus. What is the most critical fine motor skill the child must demonstrate to use the stylus efficiently and safely?
(A) Pincer grasp and adequate downward pressure.
(B) Bimanual integration to simultaneously write with two styluses.
(C) Ability to hold the stylus like a paintbrush using a palmar grasp.
(D) Ability to press the stylus with the elbow.

98. Electronic magnifiers, often referred to as CCTVs (Closed Circuit Televisions), offer several advantages over traditional optical magnifiers. Which of the following is a primary advantage of a CCTV?
(A) It is considerably cheaper and more lightweight than a standard handheld optical lens magnifier.
(B) It enables dynamic adjustment of contrast, brightness, and zoom levels.
(C) It operates purely mechanically without requiring any internal batteries or external power connection.
(D) It automatically converts written page text into multi-lingual audio synthesis without user setup.

99. Where is the National Institute for the Empowerment of Persons with Visual Disabilities (NIEPVD) headquartered?
(A) Mumbai
(B) New Delhi
(C) Dehradun
(D) Chennai

100. Identify the correct statement outlining a primary role of NIEPVD in the field of special education in India.
(A) It acts as the primary legal enforcement agency for Right to Education compliance in all public schools.
(B) It leads human resource training, research, and Braille equipment/literature production in India.
(C) It serves as the primary national ophthalmic surgical hospital for treating complex eye conditions.
(D) It supplies direct financial operational funding to all specialized educational facilities across Asia.

101. Which major national facility, established to provide accessible reading materials (Braille and audio books) across India, is housed within the NIEPVD?
(A) The National Archives of India Preservation Centre
(B) The Central Braille Press of Rajasthan Division
(C) The Indian Council of Medical Research Laboratory
(D) The National Library for the Print Handicapped

102. In the context of Universal Design for Learning (UDL), which of the following best represents the principle of "Multiple Means of Representation" for a student with visual impairment?
(A) Mandating that the student complete all composition tasks using a traditional mechanical Perkins brailler.
(B) Teaching concepts simultaneously via audio

NODIA

STUDYING FROM PDFs?

THINK AGAIN.

If you are studying only from PDFs,
you are wasting valuable time.

Research shows that learning from

PRINTED BOOKS has up to

4× HIGHER RETENTION

than studying from screens.

PRINT BOOK = BETTER MEMORY

PDF = LOWER RETENTION

Those who study from **PRINTED BOOKS**
move **AHEAD.**

Others are left **BEHIND**
in competition.

In competitive exams,
being average is not enough.

STAY ONE STEP AHEAD.

tactile rulers, braille syringes).
III. Using audible liquid level indicators during chemistry experiments.
IV. Substituting all laboratory practicals with theoretical essays.
Which of the above represent inclusive and appropriate adaptations?
(A) I, II, and III
(B) I, III, and IV
(C) II, III, and IV
(D) I, II, III, and IV

73. A mathematics teacher assigns a complex long division problem to an inclusive 6th-grade class. Which assistive device is most appropriate for a totally blind student to compute this problem systematically?
(A) Snellen Chart
(B) Refreshable Braille Display
(C) CCTV Magnifier
(D) Taylor Frame

74. The Cranmer Abacus, commonly used by students with visual impairments for mathematics, features an adaptation specifically designed for tactile users. What is this primary adaptation?
(A) A soft fabric backing behind beads prevents unwanted movement during tactile manipulation.
(B) It features high-contrast fluorescent plastic beads specifically designed to maximize visual efficiency.
(C) It incorporates a built-in battery-operated electronic voice synthesizer that reads calculated totals.
(D) It reduces the frame size to contain only 10 total beads in order to simplify basic addition concepts.

75. Consider the following tools used for mathematics instruction for children with visual impairment:
I. Taylor Frame and metal types.
II. Geometric Kit with spurred wheel (tracing wheel) and rubber mat.
III. Perkins Brailler.
Which of the above are actively used to construct or solve geometrical and mathematical problems tactilely?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

76. Identify the correct statement regarding safety considerations in the science laboratory for a student with visual impairment.
(A) Safe participation is achieved through tactile/auditory aids, clear directions, and peer assistance.
(B) Students with severe visual loss must be permanently excluded from science laboratories due to safety risks.
(C) Students should be encouraged to independently explore laboratory apparatus and chemical reagents by touch.
(D) Protective eye goggles are deemed redundant and unnecessary for students who already have total blindness.

77. Which of the following physical education activities would be an EXCEPTION, generally requiring complete substitution rather than adaptation for a totally blind student due to extreme safety risks?
(A) Guided tandem bicycle riding
(B) Supervised lap swimming in pools
(C) Competitive javelin catching
(D) Basic floor exercise gymnastics

78. Why do children with visual impairments often require structured, direct instruction in social skills?
(A) Children with visual impairments inherently display anti-social behaviors and personality traits.
(B) They lack fundamental linguistic vocabulary required to maintain peer conversations effectively.
(C) Social skill acquisition is explicitly exempted from inclusive education mandates in public schools.
(D) They miss facial expressions and gestures that sighted peers learn through visual observation.

79. A resource teacher implements a "peer-buddy program" in a mainstream middle school. What is the primary benefit of this program for the visually impaired student?
(A) It guarantees that the visually impaired student will achieve the top academic rank in classroom assessments.
(B) It eliminates the requirement for specialized itinerant resource teachers within general education classrooms.
(C) It allows regular classroom teachers to delegate all instructional duties and ignore

Click Here to Buy book on Flipkart

(D) Mandating that students with visual impairments attend additional mandatory classes on weekends.

110. A clinical report indicates a student has a visual acuity of 6/60 (Snellen metric). What does this fraction mean?
(A) The student can see at 6 meters what a person with normal vision can see at 60 meters.
(B) The student can see at 60 meters what a person with normal vision can see at 6 meters.
(C) The student retains exactly 6% functional vision in the left eye and 60% functional vision in the right eye.
(D) The student demonstrates completely normal standard visual acuity across all distance viewing tests.

111. Arrange the sequence of tactile learning from the most concrete to the most abstract:
I. Real objects (e.g., a real apple)
II. Thermoform/raised-line diagrams
III. 3D models (e.g., a plastic apple)
IV. Braille words
Which of the following represents the correct sequence?
(A) I, III, II, IV
(B) I, II, III, IV
(C) III, I, IV, II
(D) IV, II, III, I

112. Which of the following is a FALSE statement regarding the inclusion of students with visual impairment in regular classrooms?
(A) For a totally blind student, front-row seating is not inherently required for visual reasons, but may be beneficial for optimal auditory reception.
(B) The teacher should verbalize what is written on the board.
(C) They require seating in the front row, irrespective of whether they have low vision or total blindness, so the teacher can monitor them closely.
(D) The student should be included in all class discussions and activities with appropriate adaptations.

113. A 4th-grade student with congenital blindness frequently pokes their eyes with their fingers (eye pressing) during class. What is an appropriate, positive intervention strategy by the special educator?
(A) Physically restrain or tie the student's hands to the desk frame to eliminate hand-to-eye contact.
(B) Offer a tactile fidget toy as an acceptable hand alternative and gently redirect the student.
(C) Verbally reprimand and yell at the student loudly in front of peers to extinguish the behavior.
(D) Disregard the behavior entirely without intervention, expecting it to diminish spontaneously over time.

114. Maternal Rubella infection during the first trimester of pregnancy is a well-known prenatal cause of which combination of impairments?
(A) Severe orthopedic impairment coupled with expressive speech disorders
(B) Oculocutaneous albinism accompanied by congenital color blindness
(C) Developmental dyslexia paired with attention deficit disorder
(D) Visual impairment and hearing impairment (Deafblindness)

115. A student has a condition called Retinitis Pigmentosa, which causes peripheral vision loss (tunnel vision). Which functional difficulty is this student most likely to experience in school?
(A) Inability to read small print on a textbook page directly in front of them.
(B) Extreme difficulty in recognizing colors.
(C) Tripping over objects on the floor and bumping into desks while walking.
(D) Inability to hear the teacher over background noise.

NODIA

116. Match the assistive device in List I with the specific task it primarily facilitates in List II:
List I: (Assistive Device)
P. Signature Guide
Q. Liquid Level Indicator
R. Typoscope
S. Abacus
List II: (Task)
1. Reading text without losing the line
2. Performing basic arithmetic calculations
3. Signing official documents independently
4. Pouring hot tea safely
(A) P-3, Q-4, R-1, S-2
(B) P-3, Q-4, R-2, S-1
(C) P-4, Q-3, R-1, S-2

school attendance and learning.
(C) Direct guaranteed state civil service employment automatically granted upon turning 18 years old.
(D) Complete lifelong exemption from paying all personal state and local municipal taxation duties.

87. A standard Perkins Brailler features a specific arrangement of keys. How many main Braille typing keys does it have, excluding the spacebar, line spacer, and backspace?
(A) 4 keys
(B) 8 keys
(C) 26 keys
(D) 6 keys

88. When writing using a standard Braille Slate and Stylus, the user must punch the dots into the paper from:
(A) Right to left, and read the embossed side from left to right.
(B) Left to right, and read the embossed paper from left to right.
(C) Top to bottom, and read the embossed paper from bottom to top.
(D) Left to right, and read the embossed side from right to left.

89. Match the assistive device in List I with its correct functional category in List II:
List I: (Assistive Device)
P. Screen Reader
Q. CCTV/Video Magnifier
R. Perkins Brailler
S. Abacus
List II: (Functional Category)
1. Tactile Writing Device
2. Electronic Low Vision Aid
3. Tactile Mathematical Tool
4. Information and Communication Technology (ICT) Audio Aid
(A) P-4, Q-2, R-1, S-3
(B) P-2, Q-4, R-3, S-1
(C) P-4, Q-1, R-2, S-3
(D) P-3, Q-2, R-1, S-4

90. A student with low vision needs a magnifier for reading extended passages in a textbook at a desk. Why might a stand magnifier be more conceptually appropriate than a handheld magnifier in this scenario?
(A) Stand magnifiers provide dynamically adjustable variable focal lengths suitable for all viewing angles.
(B) Handheld optical magnifiers consistently deliver superior optical magnification power than desktop stand models.
(C) It rests on the page, keeping a fixed focal distance and reducing hand fatigue.
(D) Handheld magnifiers strictly require battery power, whereas desktop stand magnifiers operate completely without power.

91. Telescopic aids are primarily prescribed for students with low vision to assist with which of the following tasks?
(A) Reading standard close-range printed textbook passages while sitting at a desk.
(B) Viewing distant objects, such as writing on the classroom blackboard.
(C) Threading fine sewing needles or handling small visual craft materials.
(D) Discerning subtle differences in fine surface textures during tactile tasks.

92. Identify the correct statement regarding screen reader software (e.g., JAWS, NVDA).
(A) Screen readers enlarge digital font sizes on computer monitors to assist students with low vision.
(B) Screen readers can perfectly interpret and describe complex visual images and abstract art without alt-text.
(C) JAWS is distributed as free open-source software, whereas NVDA requires expensive corporate licensing.
(D) They convert screen text into synthesized speech or refreshable Braille output.

NODIA

93. Which of the following is an EXCEPTION and is NOT a form of technology-based assistive aid for visual impairment?
(A) NVDA (NonVisual Desktop Access)
(B) Refreshable Braille Display
(C) Audiometer
(D) DAISY (Digital Accessible Information System) players

94. What is a "refreshable braille display"?
(A) A device using raised pins to dynamically render computer text into Braille.
(B) An embossing printer designed to generate permanent physical paper hard-copy Braille documents.
(C) A traditional wooden slate frame historically utilized to teach basic Braille cell concepts to novices.

spreading, locating items).
IV. Teach each step sequentially using physical prompting or hand-under-hand guidance as needed.

Which of the following represents the correct order?
(A) III, II, IV, I
(B) II, III, IV, I
(C) II, IV, III, I
(D) III, IV, II, I

125. An educator is evaluating the Braille reading speed and efficiency of a 5th-grade student. Which of the following hand movements indicates the most advanced and efficient Braille reading technique?
(A) Reading exclusively with the right index finger while moving it vertically up and down across individual characters.
(B) Applying a repetitive scrubbing motion back and forth across individual Braille words to decode character dots.
(C) Using both hands, with one hand finishing a line while the other locates the start of the next line.
(D) Tracing along the embossed Braille line using a single flat thumb movement from one side of the page to the other.

126. "Haptic perception," a critical concept in the education of the visually impaired, refers to:
(A) Active touch exploration to perceive an object's shape, size, and texture.
(B) The cognitive ability to judge visual spatial depth and distance utilizing remaining residual sight.
(C) The specialized perception of high-frequency environmental sounds used to detect obstacle locations.
(D) The complete loss of tactile and somatosensory perception resulting from traumatic brain injury.

127. Match the special education terminology in List I with its corresponding meaning in List II:

List I: (Special Education Terminology)
P. Adventitious
Q. Congenital
R. Legal Blindness
S. Functional Vision

List II: (Meaning)
1. A standard used to determine eligibility for government benefits
2. Acquired after birth
3. Present at or before birth
4. How well a person uses their remaining sight in everyday life

(A) P-2, Q-3, R-1, S-4
(B) P-3, Q-2, R-4, S-1
(C) P-2, Q-3, R-4, S-1
(D) P-1, Q-4, R-2, S-3

128. According to the World Health Organization (WHO) classification, "profound visual impairment" falls under which category?
(A) Category 0
(B) Category 1
(C) Category 3
(D) Category 5

129. When preparing a tactile diagram of the human digestive system for a visually impaired student, which technique is essential to avoid "tactile clutter"?
(A) Printing the complete textbook scientific description directly over the raised tactile surface lines.
(B) Leaving blank space between textured areas and raised lines.
(C) Reducing overall diagram dimensions to the size of a standard postage stamp to conserve tactile paper space.
(D) Applying identical surface textures across different organ structures such as the stomach, liver, and intestines.

130. A student with low vision in a mainstream class frequently talks out of turn and interrupts others. What is the most logical disability-related reason for this behavior?
(A) The student presents with an underlying comorbid behavioral conduct disorder requiring clinical psychiatric therapy.
(B) Inability to see visual social cues like raised hands or eye contact that signal speaking turns.
(C) The student deliberately engages in disruptive verbal outbursts to evade difficult classroom reading tasks.
(D) Low vision conditions directly impair auditory processing channels, causing difficulty timing speech.

131. Article 24 of the UN Convention on the Rights of Persons with Disabilities (UNCRPD) specifically mentions that State Parties must facilitate the learning of which skill to ensure the full and equal participation of blind persons in education?

Downloaded from www.pdf.tube

videos, tactile charts, and large print text.
(C) Granting compensatory extra time accommodations during standard written mathematics examinations.
(D) Allowing the student to choose preferential physical seating anywhere within the general classroom.

103. Under the inclusive education component of Samagra Shiksha, Resource Teachers (Special Educators) are appointed primarily to:
(A) Deliver all core subject instruction to children with special needs within isolated special school settings.
(B) Provide itinerant resource support, early intervention, and inclusive guidance in government schools.
(C) Function exclusively as clinical medical specialists responsible for diagnosing visual disabilities.
(D) Manage general administrative paperwork and clerical duties for the Social Justice Department.

104. Which of the following has historically been one of the most common causes of preventable childhood blindness in developing nations like India, though drastically reduced by nationwide prophylaxis programs?
(A) Pediatric ocular retinoblastoma tumors
(B) Vitamin A deficiency (Xerophthalmia)
(C) Ocular oculocutaneous albinism disease
(D) Inherited red-green color blindness

105. Match the eye condition in List I with the part of the eye it primarily affects in List II:
List I: (Eye Condition)
P. Glaucoma
Q. Cataract
R. Retinitis Pigmentosa
S. Corneal Ulcer
List II: (Part of the Eye)
1. Retina (Photoreceptors)
2. Lens
3. Optic Nerve
4. Cornea
(A) P-3, Q-2, R-1, S-4
(B) P-2, Q-3, R-1, S-4
(C) P-3, Q-4, R-2, S-1
(D) P-1, Q-2, R-3, S-4

106. A person with total blindness claps their hands or makes clicking sounds with their tongue while walking down a hallway. What is the most logical O&M reason for this behavior?
(A) To audibly signal approaching sighted pedestrians to step aside and clear the walking path.
(B) To rehearse musical timing patterns and rhythmic cues required for an upcoming performance.
(C) To manage emotional stress and reduce anxiety through repetitive auditory self-stimulation habits.
(D) To use echolocation to detect the distance, size, and location of surrounding objects.

107. According to the RPWD Act, 2016, whose statutory duty is it at the state level to ensure that schools provide accessible learning materials and reasonable accommodations to students with visual impairments?
(A) The District Magistrate and Collector of the local administrative jurisdiction
(B) The State Commissioner for Persons with Disabilities
(C) The Chief Medical Officer of the District Government Hospital
(D) The local Anganwadi health worker assigned to the village council

NODIA

108. A special educator is establishing a Resource Room for children with visual impairments in a school. Which of the following items should absolutely be included in the resource room inventory?
(A) Pure-tone audiometers, speech trainers, and auditory amplification systems
(B) Braille slates, styluses, tactile geometric kits, and a Taylor frame
(C) Manual wheelchairs, elbow crutches, and mobility walking frames
(D) Sensory sand trays, physical trampolines, and balance beams

109. What does the term "Plus Curriculum" (or Expanded Core Curriculum) refer to in the education of visually impaired students?
(A) Offering advanced theoretical coursework in calculus and physics beyond the standard grade syllabus.
(B) Specialized skills like Braille, O&M, and independent living needed alongside core subjects.
(C) Incorporating optional co-curricular activities such as vocal music and performing arts into daily routines.

the impaired student.
(D) It promotes social integration, peer support, and mutual empathy in inclusive settings.

80. Consider the following elements of structured social skills instruction for visually impaired youth:
I. Teaching how to face the speaker and maintain appropriate head orientation.
II. Role-playing how to ask for and refuse help gracefully.
III. Teaching appropriate physical boundaries, as they may over-rely on touch.
Which of the above are essential components of the training?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

81. Under the RPWD Act, 2016 and subsequent educational board guidelines, what is the standard provision for extra time (compensatory time) during written examinations for a student with benchmark visual impairment?
(A) 10 minutes per hour of examination
(B) 20 minutes per hour of examination
(C) 45 minutes per hour of examination
(D) Double the total examination time

82. A 10th-grade student with severe visual impairment is appearing for board examinations and requests a scribe. According to standard assessment adaptation protocols, which of the following is typically a required eligibility criterion or protocol for the scribe?
(A) The scribe's academic qualification should typically be one grade lower than the candidate's.
(B) The scribe is required to possess an advanced Master's degree in the specific subject area tested.
(C) The scribe can be an immediate family member, such as a parent or sibling, selected by the student.
(D) The scribe is authorized to independently calculate and solve complex mathematical steps for the student.

83. Consider the following steps in the process of preparing Braille question papers for board examinations:
I. Translation of text into contracted or uncontracted Braille by a qualified transcriber.
II. Proofreading by a visually impaired Braille reader to ensure tactile readability.
III. Replacing purely visual elements (like color-coding questions) with descriptive text.
Which of the above are necessary steps for ensuring an accessible assessment?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

84. Which of the following actions by a scribe during an examination would be considered a violation of standard assessment protocols for a visually impaired student?
(A) Reading printed examination questions aloud to the student verbatim without modification.
(B) Writing down dictated answers exactly as spoken by the examinee without adding corrections.
(C) Explaining concepts or rephrasing questions for the candidate.
(D) Periodically announcing remaining time allotments during the official examination session.

85. Identify the correct statement regarding transcription accuracy considerations when evaluating a visually impaired student's Braille exam paper.
(A) Evaluation must focus strictly on Braille mechanical formatting rules rather than subject knowledge mastery.
(B) A transcriber converts the Braille paper to print so the subject teacher can grade content accurately.
(C) Marks must be deducted for all orthographic errors caused by standard phonetic Braille contraction use.
(D) Subject teachers are mandated to learn fluent Braille reading overnight to grade tactile scripts directly.

86. Under the provisions of Samagra Shiksha for Inclusive Education (IED), a student with benchmark visual impairment is entitled to which of the following allowances to support their education?
(A) Full government residential housing allowances provided to the student's immediate family.
(B) Transport or reader allowances to facilitate

Click Here to Buy book on Amazon

(D) P-1, Q-2, R-3, S-4

117. A student has Aniridia (absence of the iris). Which of the following logical interventions is critical for this student's visual functioning in the classroom?
(A) Converting all educational materials to Braille under the assumption that Aniridia leads to total vision loss.
(B) Controlling lighting and glare, as the eye cannot naturally adjust light intake.
(C) Prescribing a long white cane for mandatory assistance during all routine indoor walking activities.
(D) Relying exclusively on auditory instructional methods while eliminating all visual classroom materials.

118. When teaching a visually impaired student to read a tactile map, what is the best pedagogical approach?
(A) Allow the student to explore the tactile map surface randomly and independently without structured guidance.
(B) Teach systematically from a known reference point (e.g., home district) outwards in a set pattern.
(C) Expect the student to fully comprehend complex spatial boundaries after feeling the map briefly one time.
(D) Utilize an unadapted standard visual print map while relying solely on verbal descriptions of boundaries.

119. To be legally appointed as a Special Education Teacher for Visual Impairment in a government school, a candidate must possess a B.Ed. in Special Education (VI) and be registered with which of the following statutory bodies?
(A) National Council for Teacher Education (NCTE)
(B) Medical Council of India (MCI)
(C) Rehabilitation Council of India (RCI)
(D) Ministry of Social Justice and Empowerment (MSJE)

120. Standard Braille paper used in a Perkins Brailler or slate and stylus is typically thicker than normal printing paper. What is the approximate recommended thickness (GSM - grams per square meter) for quality Braille paper?
(A) 70 - 80 GSM
(B) 200 - 250 GSM
(C) 120 - 160 GSM
(D) 300 - 350 GSM

121. In India, under which central government scheme are aids and appliances like smart canes, smartphones with screen readers, and Daisy players distributed to eligible persons with visual impairments?
(A) Samagra Shiksha Abhiyan inclusive education fund
(B) ADIP Scheme for disabled persons
(C) Niramaya Health Insurance Scheme for disabled persons
(D) Disha Early Intervention Scheme for young children

122. Which of the following defines "functional low vision" as opposed to the strict clinical definition?
(A) An individual possessing a clinical visual acuity range measured strictly between 6/18 and 3/60 in the better eye.
(B) An individual who relies completely and exclusively on non-visual tactile and auditory methods for learning.
(C) An individual with a visual deficit that can be fully remediated through surgical intervention procedures.
(D) A person with visual impairment who uses, or can potentially use, residual vision to perform daily tasks.

NODIA

123. Which of the following is an EXCEPTION and is widely recognized as a myth regarding blindness?
(A) Individuals with total blindness frequently develop enhanced memory recall abilities through structured practice and daily necessity.
(B) Loss of sight automatically causes other senses to become biologically hyper-sensitive.
(C) Individuals with severe visual impairments can efficiently operate modern computer software and mobile smartphone devices.
(D) The majority of individuals categorized as legally blind maintain some degree of usable residual vision or light perception.

124. Arrange the steps of "Task Analysis" for teaching a visually impaired student to make a sandwich in the correct instructional order:
I. Evaluate the student's performance and provide feedback.
II. Break down the sandwich-making process into small, sequential, manageable steps.
III. Identify the prerequisite skills needed (e.g.,

65. In the "sighted guide technique," how does the person with visual impairment primarily maintain contact with the guide?
(A) By firmly holding the guide's hand using a tight interlocking grip throughout travel.
(B) By placing both hands securely on the guide's shoulders while walking directly behind them.
(C) By walking half a step directly in front of the guide while following spoken verbal prompts.
(D) By grasping the guide's arm just above the elbow with fingers inside and thumb outside.

66. A teacher is acting as a sighted guide for a blind student walking down a hallway. They approach a narrow doorway. What is the correct sequence of actions for the teacher?
(A) Gently push the student ahead through the narrow doorway first, and then follow closely behind them.
(B) Signal the narrow path, place guiding arm behind back, and lead the student single file.
(C) Stop abruptly in front of the threshold and ask the student to independently locate the door frame using hands.
(D) Continue walking side-by-side through the doorway, squeezing together through the frame.

67. The O&M technique of "trailing" is best described as:
(A) Lightly touching a wall or railing with the hand to maintain travel direction and locate landmarks.
(B) Continuously tracking and following the footsteps or vocal cues of a guide walking immediately ahead in hallways.
(C) Rhythmically sweeping the long white cane above head level to detect potential overhead hanging obstacles.
(D) Utilizing an electronic satellite GPS navigation device to determine spatial location on open public streets.

68. Identify the correct statement distinguishing a "landmark" from a "clue" in Orientation and Mobility.
(A) Landmarks depend entirely on visual perception, whereas clues depend strictly on auditory environmental cues.
(B) Landmarks are exclusively utilized during indoor navigation, whereas clues are restricted to outdoor settings.
(C) No functional distinction exists between the terms, as both are used synonymously in mobility instruction.
(D) A landmark is permanent and fixed, whereas a clue is temporary or variable in the environment.

69. Arrange the following steps of Orientation and Mobility (O&M) training in the most appropriate developmental sequence:
I. Independent cane travel in complex outdoor environments (e.g., crossing streets).
II. Concept development (body image and spatial concepts).
III. Pre-cane techniques (trailing, protective techniques, sighted guide).
IV. Basic cane techniques in familiar indoor environments.
Which of the following represents the correct sequence?
(A) II, III, IV, I
(B) III, II, I, IV
(C) II, IV, III, I
(D) IV, III, II, I

70. Which of the following is a recognized Paralympic sport specifically designed for athletes with visual impairments, played on a tactile court with a ball containing bells?
(A) Goalball
(B) Boccia
(C) Wheelchair Rugby
(D) Sitting Volleyball

71. A physical education teacher wants to include a completely blind student in a running activity on a track. Which adaptation is the most appropriate and promotes maximum participation?
(A) Completely excuse the student from physical activity and assign them to maintain official score records.
(B) Pair the student with a sighted peer using a short flexible tether held by both runners.
(C) Allow the student to run independently on the open track while shouting continuous directional cues.
(D) Supply the student with an electric motorized wheelchair to complete track laps alongside running peers.

72. Consider the following adaptations for teaching science to a visually impaired student:
I. Using 3D models of cells and organs instead of textbook diagrams.
II. Providing tactile measuring tools (e.g.,

Downloaded from www.pdf.tube

(A) International standard tactile sign language systems
(B) Braille, orientation and mobility skills, and peer support
(C) Advanced professional computer programming and software development
(D) Ophthalmic surgical eye correction and medical treatment procedures

132. An individual seeking a Unique Disability ID (UDID) card for visual impairment must be assessed and certified by:
(A) Any practicing special education teacher registered with the Rehabilitation Council of India.
(B) A state-constituted medical board with an ophthalmologist.
(C) The elected village Sarpanch or local ward Municipal Counselor of the candidate's residence.
(D) A licensed clinical psychologist practicing in a government or private medical facility.

133. Nystagmus is a common visual condition characterized by:
(A) Complete opacification and clouding of the eye lens
(B) Involuntary, rapid eye movements
(C) Pathologically high intraocular pressure within the eye
(D) Congenital absence or underdeveloped optic nerve tissue

134. A student in your class has nystagmus and constantly tilts their head to a specific angle while reading. As a special educator, you should:
(A) Require the student to maintain a straight head posture to correct spinal alignment during reading.
(B) Allow use of this "null point" position where eye movement slows and vision is clearest.
(C) Refer the student for immediate clinical psychological evaluation to address compulsive motor habits.
(D) Apply a rigid orthopedic neck brace during school hours to forcibly keep the head upright.

135. What is an "auditory map" in the context of spatial orientation for the blind?
(A) A tactile raised-line paper map equipped with embedded electronic voice sensors when pressed.
(B) A cognitive environmental map formed using localized environmental sound cues.
(C) A tactile Braille instructional chart detailing human auditory system anatomical structures.
(D) A structured audio playlist containing musical tracks used for physical education exercises.

136. Which of the following is an EXCEPTION and represents an INCORRECT practice when serving as a sighted guide for a visually impaired person?
(A) Asking the person if they need assistance before touching them.
(B) Grabbing the person's arm or white cane and pulling them in the desired direction.
(C) Describing upcoming obstacles, such as steps (up or down).
(D) Walking at a normal, comfortable pace, allowing the guided person to walk half a step behind.

NODIA

137. Match the pioneer in List I with their significant contribution to the education of the visually impaired in List II:

List I: (Pioneer)
P. Valentin Haüy
Q. Louis Braille
R. Richard Hoover

List II: (Contribution)
1. Invented the six-dot tactile reading system
2. Developed the long cane and the two-point touch technique for O&M
3. Founded the first school for the blind in Paris and embossed letters on paper

(A) P-3, Q-1, R-2
(B) P-1, Q-3, R-2
(C) P-2, Q-1, R-3
(D) P-3, Q-2, R-1

138. Arrange the sequence of actions for a sighted guide taking a visually impaired person down a flight of stairs in the correct order:
I. Guide pauses at the edge of the first step and announces "stairs going down."
II. Guide steps down first, staying one step ahead of the person.
III. Person is allowed to locate the handrail with their free hand.
IV. Guide pauses at the landing to indicate the stairs have ended.

Which of the following represents the correct sequence?
(A) I, III, II, IV

straight alignment, detecting structural landmarks, and locating specific destinations indoor.

68. (D) A landmark is permanent and fixed, whereas a clue is temporary or variable in the environment.
Landmarks are permanent, fixed environmental features with known locations, such as a permanent staircase or heavy permanent fountain, used to verify position. Clues are temporary, transient, or variable environmental sounds, smells, or physical textures, such as the smell of coffee or sound of traffic, providing supportive location information.

69. (A) II, III, IV, I
O&M instruction follows a developmental sequence starting with basic spatial concept formation and body awareness. Students advance to pre-cane orientation methods, trailing, and sighted guide techniques. Subsequently, they learn formal cane techniques in controlled indoor areas before progressing to complex outdoor travel, street crossings, and public transit navigation.

70. (A) Goalball
Goalball is an official Paralympic team sport specifically created for athletes with visual impairments. Played on a court with tactile floor lines, two teams throw a ball containing internal bells toward opposing nets. Players wear opaque eyeshades to ensure fair competition, relying completely on auditory localization and spatial orientation.

71. (B) Pair the student with a sighted peer using a short flexible tether held by both runners.
Tether running pairs a blind athlete with a sighted guide runner via a flexible cord held between their hands. The guide runner matches pace and offers directional cues while running alongside, enabling full physical exertion, safety, and equal participation on running tracks without replacing physical activity with passive duties.

72. (A) I, II, and III
Science instruction adapts effectively through tactile models of cellular structures, tactile measuring tools like tactile rulers, and audible liquid indicators during laboratory exercises. Replacing hands-on practical experiments with theoretical essays unnecessarily excludes visually impaired students from scientific exploration and skill development, making statements I, II, and III correct.

73. (D) Taylor Frame
The Taylor Frame is a specialized tactile mathematical frame featuring star-shaped rows into which metal types with raised symbols are inserted. It allows totally blind students to set up, align, and manipulate complex arithmetical calculations, multi-digit multiplication, and long division problems systematically in horizontal and vertical formats.

74. (A) A soft fabric backing behind beads prevents unwanted movement during tactile manipulation.
The Cranmer Abacus is adapted for blind users by placing a soft piece of felt or foam behind the counting beads. This backing creates friction, keeping beads firmly in place when touched, preventing accidental movement while the student reads or manipulates other beads across the calculation rods tactilely.

75. (D) I, II, and III
The Taylor Frame allows setting up complex arithmetic. Geometry kits containing spur wheels and rubber mats enable students to draw raised-line geometric diagrams tactilely. The Perkins Brailler is utilized for recording mathematical expressions and calculations in Braille math codes, making all three tools integral components for tactile mathematics instruction.

76. (A) Safe participation is achieved through tactile/auditory aids, clear directions, and peer assistance.
Laboratory safety for visually impaired students is maintained through structured spatial orientation, clear verbal directions, tactile labeling, adaptive instruments, and peer assistance. Complete exclusion from practical science is discriminatory, while unguided touch exploration of hazardous materials creates obvious safety risks, making adaptation and supervised safety protocol essential.

77. (C) Competitive javelin catching
Participating in competitive javelin catching presents catastrophic safety hazards due to high-velocity sharp projectiles that cannot be tracked visually or audibly in real time. Activities such as guided tandem cycling, swimming, and

Click Here to Buy book on Flipkart

ANSWERS

1. (A) Limitation of the field of vision subtending an angle of less than 10 degrees
The Rights of Persons with Disabilities Act of 2016 establishes legal criteria for defining blindness to identify individuals eligible for statutory provisions. A key visual field criterion requires a field limitation subtending an angle below ten degrees. This severe restriction reflects profound functional vision loss, hindering spatial awareness and visual orientation in daily activities.

2. (A) I and II
Under the RPWD Act 2016, blindness encompasses total absence of sight alongside visual acuity under 3/60 or 10/200 Snellen in the better eye after maximum correction. Additionally, field limitation must subtend an angle under ten degrees, rather than twenty degrees, making statements I and II accurate legal definitions for benchmark visual disability certification.

3. (A) Students with severe low vision can use their residual vision as a primary channel for learning, whereas totally blind students require non-visual media.
Educational instruction differentiates low vision from total blindness based on the functional application of sight. Students with low vision retain usable residual sight, enabling print reading through optical aids or environmental modifications. Conversely, students with total blindness lack functional vision entirely, necessitating tactile tools like Braille and auditory resources as primary learning media.

4. (D) Refer the student for a comprehensive clinical and functional vision assessment.
Observing physical behaviors like bumping into objects, extreme close-range viewing, and frequent headaches suggests potential visual impairment or uncorrected refractive errors. Before implementing specialized accommodations or mobility devices, a professional clinical examination and functional vision assessment must be conducted to establish an accurate diagnosis, identify exact visual capabilities, and guide educational interventions effectively.

5. (C) Not exceeding 6/18
The RPWD Act 2016 defines low vision through explicit visual acuity and field parameters. The upper limit for visual acuity in the better eye with maximum corrective lenses is 6/18 or 20/60. Individuals falling within this threshold up to 3/60 experience significant visual limitation while maintaining functional residual vision for instructional tasks.

6. (B) Total absence of sight with perception of light only.
Low vision under the RPWD Act 2016 involves reduced visual acuity not exceeding 6/18 down to 3/60, or visual field limitation between 10 and 40 degrees, allowing functional use of residual sight. Total absence of sight represents blindness rather than low vision, making light-only perception an exclusion criterion for low vision.

7. (D) Primary learning medium (visual vs. tactile/ auditory)
Distinguishing between total blindness and low vision is critical in educational settings to determine appropriate learning channels. Students with low vision utilize modified visual materials like large print or magnifiers. Conversely, totally blind students rely on tactile media like Braille and auditory instructional materials, dictating the fundamental design of educational interventions.

8. (A) Both A and R are true and R is the correct explanation of A
Adventitious blindness acquired at age seven allows a child to retain early visual memories and pre-existing visual concepts regarding spatial layout and object structure. These early cognitive representations provide a foundational framework for understanding spatial relationships and abstract ideas, giving them a distinct concept development advantage over children with congenital blindness.

9. (D) Visual impairment acquired after birth due to trauma, disease, or infection.
Adventitious visual impairment refers specifically to vision loss that occurs after birth as a result of illness, traumatic injury, or medical conditions.

Downloaded from www.pdf.tube

Because the individual experienced normal visual development prior to the onset of impairment, they retain mental imagery and visual memory, distinguishing their learning profile from congenital vision loss.

10. (A) I and III
Children with congenital total blindness lack visual memory, requiring systematic hands-on sensory exploration and targeted instruction to develop basic environmental concepts. Visual memory cannot be utilized, and incidental learning through vision is absent. Consequently, structured direct instruction and rich tactile experiences are essential components for facilitating accurate concept development from early childhood.

11. (B) P-2, Q-4, R-1, S-3
Congenital visual impairment occurs at or shortly after birth, whereas adventitious impairment is acquired later through trauma or disease. Legal blindness is defined clinically by visual acuity under 3/60 in the better eye. Low vision allows individuals to retain usable functional vision for learning tasks when appropriate environmental modifications are provided.

12. (C) Retinopathy of Prematurity (ROP)
Retinopathy of Prematurity is a developmental vasoproliferative eye disorder affecting preterm infants exposed to high oxygen levels in neonatal care. It disrupts normal retinal vascular development before birth completion, making it a primary cause of congenital visual impairment, unlike post-natal infections or adult degenerative conditions like diabetic retinopathy.

13. (A) Retinopathy of Prematurity (ROP)
Premature infants born before 28 weeks gestation receiving prolonged supplemental oxygen are at high risk for Retinopathy of Prematurity. Uncontrolled blood vessel growth in the immature retina leads to scarring and retinal detachment. This specific medical history directly points to Retinopathy of Prematurity as the etiology of the child's severe visual impairment.

14. (D) Leber's Congenital Amaurosis
Leber's Congenital Amaurosis is a severe inherited retinal dystrophy caused by genetic mutations affecting retinal development and function, presenting at birth or early infancy. In contrast, trachoma and corneal ulcers stem from bacterial infections, while ophthalmia neonatorum arises from infectious exposure during passage through the birth canal.

15. (A) Both A and R are true and R is the correct explanation of A
Trachoma is a contagious bacterial eye infection caused by Chlamydia trachomatis, prevalent in regions with limited sanitation. Recurrent infection causes chronic inflammation, scarring the inner eyelid and drawing eyelashes inward. This repeated friction damages the cornea, leading to opacification and making trachoma a major cause of preventable acquired blindness.

16. (B) I and III
Vitamin A deficiency leads to xerophthalmia and corneal scarring acquired post-natally during early childhood, while cataracts represent lens opacities developing after birth or in adulthood. Conversely, albinism is a congenital genetic disorder present from birth, making dietary deficiencies and age-related cataracts the primary acquired or post-natal causes.

NODIA

17. (D) Cataract is clouding of the natural lens, whereas Glaucoma involves optic nerve damage from elevated intraocular pressure.
Cataract involves opacification of the eye's crystalline lens, blocking light transmission and causing blurred vision, which is frequently curable through surgical replacement. Glaucoma is characterized by elevated intraocular fluid pressure that damages the optic nerve, causing progressive and irreversible loss of visual field, particularly peripheral vision, if untreated.

18. (B) It affects central vision, making reading print and face recognition difficult.
Macular degeneration affects the macula, the central region of the retina responsible for sharp, detailed straight-ahead vision. Damage to this area impairs central visual acuity, severely hampering tasks requiring fine detail, such as reading standard print, recognizing facial features, and close work, while leaving peripheral vision intact.

19. (D) Cataracts directly destroy the optic nerve, making vision loss completely irreversible.
Cataracts involve clouding of the crystalline lens rather than optic nerve damage. Surgical removal of the opaque lens and replacement with an intraocular lens restores clear vision in most

cases. Claiming that cataracts directly destroy the optic nerve and cause irreversible blindness is medically incorrect regarding this condition.

20. (C) They learn to use auditory and tactile cues more efficiently through direct training and experience.
Sensory compensation in individuals with visual impairment does not occur through automatic biological enhancement or supernatural abilities. Instead, individuals learn to attend to, interpret, and utilize intact sensory input—such as auditory localization and subtle tactile discrimination—more effectively through focused training, structured practice, and everyday environmental experience.

21. (D) Low vision or a specific refractive error
Head tilting, holding reading materials close to the face, and squinting when viewing distant objects are classic functional visual behaviors. These actions represent physical compensatory mechanisms to bring images into clearer focus or utilize remaining visual fields, strongly indicating low vision or an uncorrected refractive error requiring assessment.

22. (B) I, II, and IV
Visual impairment hinders spatial concept formation, object permanence understanding, and incidental environmental learning because visual observation is restricted. However, children with visual impairment typically possess normal neurological capacity for auditory language processing and standard vocabulary acquisition, making statements I, II, and IV correct regarding cognitive developmental challenges.

23. (B) Using words without clear concrete understanding due to limited direct sensory experience.
Verbalism in special education describes a child's use of vocabulary words—particularly sensory or spatial concepts—without underlying direct concrete understanding. Children with visual impairment may adopt visual descriptive terms from speech around them, but without hands-on tactile exploration, these words lack meaningful experiential backing and conceptual accuracy.

24. (A) Fine Motor Skills - Often delayed due to reluctance to explore tactile environments
Fine motor skills in visually impaired children are frequently delayed because reduced visual feedback and hesitation to explore unfamiliar tactile surfaces limit hands-on manipulation. Gross motor development, spatial orientation, and concept formation also require explicit instruction and adaptive training rather than developing effortlessly or through incidental observation.

25. (A) They suffer from fundamental neurological deficits that prevent the acquisition of syntax and grammar.
Visual impairment is a sensory deficit, not an intrinsic neurological or cognitive impairment affecting language structure. Children with vision loss develop normal syntactic and grammatical structures. While they may experience delays in pronoun usage, exhibit verbalism, or ask orienting questions, assuming inherent grammatical processing deficits is incorrect.

26. (A) Both A and R are true and R is the correct explanation of A
Sighted infants are motivated to crawl and walk by visual stimuli in their surroundings. Children with total blindness lack visual cues that encourage spatial exploration, reducing intrinsic motivation to move independently. Consequently, gross motor milestones like crawling and walking are frequently delayed without structured environmental encouragement and intervention.

27. (A) I and II
Social interaction challenges for visually impaired youth stem from an inability to perceive facial expressions, gesture cues, and non-verbal communication, alongside difficulties establishing natural eye contact during dialogue. Visually impaired children possess normal social desires and cognitive capacity for forming relationships, making statements I and II accurate descriptions of interaction obstacles.

28. (C) Inability to engage in incidental visual learning from the environment.
Sighted children acquire vast amounts of background information continuously through incidental visual observation of surroundings. Children with congenital blindness miss this effortless learning channel, creating conceptual gaps. Cognitive potential remains intact, but concept development requires structured, direct tactile experiences to compensate for the absence of incidental visual learning.

Click Here to Buy book on Amazon

48. (C) Louis Braille
Louis Braille invented the six-dot tactile code in the early nineteenth century while studying at the Royal Institution for Blind Youth in Paris. Inspired by military night-writing systems, he refined the six-dot cell configuration, revolutionizing literacy, education, and written communication for visually impaired individuals worldwide.

49. (A) II, IV, I, III
Pre-Braille instruction begins with basic tactile discrimination of physical shapes and textures, followed by developing finger dexterity and smooth tracking across Embossed lines. Once tactile readiness is established, students learn cell structure and individual alphabet characters, progressing systematically to reading uncontracted Braille words accurately during early literacy development.

50. (A) Both A and R are true and R is the correct explanation of A
Tactile sensitivity and fine motor coordination are essential prerequisites for learning Braille. Reading embossed dot patterns requires precise tactile discrimination, light touch, and coordinated two-handed tracking across text lines. Early tactile stimulation and hand-strengthening activities build the motor control necessary for successful Braille literacy acquisition.

51. (B) Explain the need for pre-Braille fine motor and tactile discrimination activities first.
Braille literacy requires pre-requisite fine motor control, finger strength, and tactile discrimination abilities. Introducing formal dot reading before a child can differentiate basic textures leads to frustration. Educators should explain tactile readiness to parents and engage the child in pre-Braille activities to establish foundational tactile processing skills first.

52. (A) I and II
The Braille system follows a logical structure where the first ten alphabet letters (a-j) use combinations of dots 1, 2, 4, and 5. Letters k-t replicate these configurations by adding dot 3. Braille is primarily a tactile reading system utilized by touch, making statement III incorrect.

NODIA

53. (B) Uncontracted transcribes letter-for-letter; Contracted uses abbreviations to save space and speed up reading.
Uncontracted Braille (Grade 1) represents printed text character-by-character, serving as an introductory reading stage. Contracted Braille (Grade 2) incorporates standardized word signs, contractions, and short-form abbreviations. This condensed system significantly reduces document physical bulk, speeds up tactile reading rates, and represents the standard literacy format for proficient Braille readers.

54. (C) Simplify the diagram with distinct textures and raised lines, removing unnecessary clutter.
Tactile graphics must avoid excessive visual detail and surface clutter that confuse fingers during tactile exploration. Effective tactile diagrams feature simplified shapes, clear raised lines, and distinct tactile textures. Removing non-essential visual details ensures that visually impaired students can discern core structural information efficiently and accurately through touch.

55. (C) Guiding the child outdoors to explore real leaves of varying shapes and textures directly on trees.
Concrete sensory experience provides the foundation for accurate concept formation in children with total blindness. Direct exploration of authentic leaves on plants allows tactile inspection of real textures, veins, flexibility, and natural variations, offering richer and more accurate learning than plastic models, flat raised-line drawings, or verbal descriptions.

56. (B) Using directional words like "over there" and "this one" while pointing at the board.
Vague spatial references such as "over there" or "this one" accompanied by visual gestures convey no useful information to visually impaired students. Educators must provide precise, descriptive verbal explanations, specifying exact locations, object names, and written blackboard contents to ensure full information access within inclusive instructional classroom environments.

57. (D) I, II, III, and IV
Effective auditory teaching strategies for inclusive classrooms involve reading all board content aloud, explicitly describing visual presentations, addressing students by name to direct focus, and minimizing ambient room noise. These recommended practices systematically remove

environments like classrooms, hallways, and playgrounds under varied natural lighting conditions. Testing in isolated clinical settings or artificial testing environments fails to reflect how the student utilizes residual vision during everyday academic and personal tasks.

39. (C) Providing learning materials in Braille, large print, audio, or accessible digital formats.
Alternate-format access involves providing educational materials in non-standard accessible media that accommodate visual loss. This includes converting standard printed textbooks and instructional materials into embossed Braille, enlarged print, audio recordings, or digital formats compatible with screen-reading technologies, ensuring equal educational access and participation for visually impaired learners.

40. (B) Transcribe or procure the textbook in Braille or accessible digital format prior to instruction.
Providing accessible course materials prior to classroom instruction allows a blind student to engage independently alongside peers. Transcribing textbooks into embossed Braille or accessible digital formats promotes literacy and autonomous study, whereas relying on peers, continuous oral readings by aides, or excluding the student creates unnecessary dependency and educational barriers.

41. (D) I, II, III, and IV
Comprehensive Orientation and Mobility instruction encompasses sensory training to utilize non-visual cues, concept development regarding body awareness and spatial relationships, physical motor development for balance and gait, and practical instruction in using mobility tools like the long white cane and human guide techniques for safe navigation.

42. (B) Tactile exploration directly conveys object properties that sighted children learn visually.
Sighted children absorb spatial attributes, size, shape, and physical texture effortlessly through visual inspection. Children with total blindness must systematically touch objects to gather equivalent physical information. Hands-on tactile exploration provides concrete sensory data, enabling clear concept formation without relying on abstract verbal descriptions or visual assumptions.

43. (D) To develop grooming, eating, and personal hygiene skills for independent living.
Activities of Daily Living instruction focuses on practical self-care skills such as personal grooming, eating, dressing, and hygiene routines. Training visually impaired students in these essential tasks fosters personal independence, self-reliance, and social confidence, reducing dependence on family members or caregivers in everyday community environments.

44. (A) I and II
Integrating daily living skills into standard school routines includes teaching students to organize personal workspace independently and applying functional money identification skills during math instruction. Having an aide continuously feed a student fosters unnecessary dependence, contradicting the fundamental educational goal of building self-sufficiency and independence in daily self-care tasks.

45. (D) O&M training is unnecessary if the child has a dedicated sighted human guide at all times.
Orientation and Mobility training builds spatial awareness and independent navigation skills essential for autonomy. Relying perpetually on a sighted guide restricts personal independence, self-confidence, and mobility options. Independent white cane techniques and sensory orientation training remain vital components of education for visually impaired individuals regardless of guide assistance.

46. (C) Using a Braille note-taker to browse the internet.
Daily Living Skills encompass routine personal care, home management, and functional self-sufficiency tasks such as pouring liquids, matching attire, and maintaining personal hygiene. Browsing the internet using a Braille note-taker falls under instructional technology and computer literacy rather than foundational daily living or personal self-care skills.

47. (B) 6 dots arranged in two vertical columns of three dots each
The standard Braille cell consists of six raised dots arranged in a rectangular grid featuring two vertical columns of three dots each. Numbered top-to-bottom as 1, 2, 3 on the left and 4, 5, 6 on the right, various dot combinations represent individual letters, numbers, punctuation marks, and contractions.

Downloaded from www.pdf.tube

29. (C) Connecting the student with visually impaired adult role models and building self-advocacy skills.
Adolescents experiencing vision loss benefit significantly from interacting with successful visually impaired adult role models who offer practical strategies and emotional encouragement. Developing self-advocacy skills empowers the student to articulate needs and participate fully, whereas isolating the student, lowering academic standards, or avoiding social activities hampers socio-emotional growth.

30. (C) Sensory regulation or self-stimulation in the absence of visual input.
Stereotypic behaviors such as eye-pressing, body rocking, or hand-flapping often arise in visually impaired children due to a lack of visual sensory input. These actions serve as mechanisms for self-stimulation and sensory regulation during unstructured time, rather than representing intentional misbehavior, intellectual disability, or degenerative neurological conditions.

31. (D) They lack visual landmarks and distance cues needed to map their surroundings.
Vision provides immediate distant information and continuous spatial landmarks necessary for mental mapping. Without visual input, establishing physical location and spatial relationships relies on processing sequential non-visual cues, which is far more complex. Impaired spatial orientation results from missing visual landmarks rather than defective vestibular function or auditory processing.

32. (B) Snellen Chart
The Snellen Chart is a standard visual acuity screening tool widely utilized in school health screenings. It features standardized rows of block letters or symbols decreasing in size to measure distance visual acuity, assisting in identifying students who require further comprehensive clinical ophthalmic evaluation and vision accommodations.

33. (A) II, I, IV, III
Support begins with classroom teachers observing behavioral indicators like squinting or bumping into objects. The child is then referred to an ophthalmologist for formal clinical diagnosis. Subsequently, a special educator conducts a functional vision assessment in learning environments, informing the design and implementation of an Individualized Education Programme.

34. (D) To evaluate how a child uses residual vision to perform daily functional tasks in real-world settings.
A Functional Vision Assessment evaluates how an individual utilizes residual vision within familiar environmental conditions to execute daily tasks and classroom activities. While clinical exams diagnose pathology and acuity metrics, a functional assessment directly guides practical educational planning, environmental adaptations, and the selection of assistive instructional technologies for learning.

35. (A) I and II
Special educators evaluate functional vision elements including color perception, contrast sensitivity, light preference, and visual tracking within classroom settings to optimize learning conditions. Measuring precise intraocular pressure requires specialized clinical instrumentation and medical expertise, falling strictly within the domain of ophthalmic medical practice rather than educational functional assessment.

36. (B) Clinical assessment tests acuity and fields, while functional assessment measures vision use in daily tasks.
Clinical vision assessment is conducted by medical professionals to measure refractive errors, visual acuity, and visual fields using eye charts and diagnostic tools. Functional vision assessment, performed by educators, evaluates how the student applies remaining vision in natural settings to complete educational and daily living routines.

NODIA

37. (A) Both A and R are true and R is the correct explanation of A
Clinical eye reports specify acuity figures but do not reveal how lighting, contrast, distance, and seating impact learning. A Functional Vision Assessment examines these environmental variables in actual educational settings, offering necessary data to design effective Individualized Education Programmes and tailored instructional adaptations for low vision students.

38. (A) In a variety of familiar natural environments, under different lighting conditions.
To obtain accurate functional data, assessment must take place across familiar real-world

visual barriers, facilitating seamless information processing and active academic participation for students with visual impairments.

58. (B) Position the student away from window glare and permit tinted lenses or a peaked cap.
Photophobia associated with albinism causes severe light sensitivity and functional visual discomfort under high glare conditions. Positioning the student's desk away from direct window glare, regulating indoor illumination, and permitting protective tinted lenses or peaked caps significantly reduce visual fatigue, optimizing functional visual comfort and reading efficiency in class.

59. (A) P-3, Q-1, R-4, S-2
Increasing font size directly addresses diminished visual acuity. Typoscopes isolate text lines for students struggling with line-tracking focus. High contrast material benefits individuals who struggle to distinguish similar shades, while adjustable task lighting provides required illumination levels for detailed visual tasks, aligning instructional adaptations directly with specific student visual needs.

60. (A) Using a clean sans-serif font with proper letter and line spacing.
Clear sans-serif fonts such as Arial or Helvetica feature plain character strokes without decorative serifs, drastically enhancing legibility for low vision readers. Generous letter spacing and line spacing prevent visual crowding and character overlap, significantly improving visual clarity and reading comfort compared to decorative, cursive, or crowded text scripts.

61. (B) Using bolding, underlining, or color highlighting to emphasize key text elements.
Typographical cues involve applying targeted visual formatting features such as bold text, underlining, high-contrast highlighting, and bulleted layouts. These intentional formatting choices guide visual tracking, draw attention to primary instructional concepts, and reduce visual search effort for low vision students reviewing complex written learning materials in regular classrooms.

62. (A) Audio allows faster processing of large volumes of text compared to Braille reading.
Tactile Braille reading rates are generally slower than typical visual reading speeds. Listening to recorded audiobooks or synthesized speech screen readers permits rapid information processing, enabling high school students with total blindness to manage extensive reading loads and complex textbooks efficiently while maintaining Braille literacy for detailed analytical work.

63. (C) Two-point touch (Hoover technique)
The two-point touch technique, developed by Richard Hoover, involves rhythmically arc-sweeping the white cane ahead of the traveler. The cane tip taps the ground at points slightly beyond shoulder width, contacting the surface on the side opposite the forward stepping foot to detect terrain changes and surface obstacles.

64. (A) I and II
The stationary diagonal cane technique provides upper body protection across familiar, controlled indoor settings. The touch technique involves active rhythmic tapping to detect ground obstacles during travel in complex outdoor environments. Cane travel relies heavily on continuously processing environmental sound cues, making statement III false regarding auditory orientation independence.

65. (D) By grasping the guide's arm just above the elbow with fingers inside and thumb outside.
In standard sighted guide technique, the visually impaired person grasps the guide's arm just above the elbow joint. Their fingers press inside while the thumb rests outside. This grip positions the user half a step behind the guide, enabling them to follow body shifts naturally and smoothly.

66. (B) Signal the narrow path, place guiding arm behind back, and lead the student single file.
Approaching narrow spaces requires the guide to move their arm behind the center of their back. The visually impaired individual detects this physical movement, steps directly behind the guide, and extends their arm. They proceed single file safely through the passage before returning to standard side-by-side positioning.

67. (A) Lightly touching a wall or railing with the hand to maintain travel direction and locate landmarks.
Trailing is a foundational orientation technique where a traveler maintains light, continuous contact with a straight surface, such as a hallway wall, desk line, or railing, using the back of their fingers. This physical contact aids in maintaining

Click Here to Buy book on Flipkart

(B) III, I, II, IV
(C) I, II, III, IV
(D) II, I, III, IV

139. A student with photophobia prefers to work in dimly lit areas. However, the classroom has bright fluorescent lighting. What is the most logical, least restrictive adaptation?
(A) Turn off all overhead classroom lighting, requiring sighted peers to complete assignments in near darkness.
(B) Provide a task lamp with variable intensity and allow tinted lenses in class.
(C) Permanently relocate the student's individual desk and learning materials out into the school hallway.
(D) Instruct the student to keep their eyes tightly closed and rely strictly on listening during lectures.

NODIA

140. A 16-year-old student with visual impairment is creating a Transition Plan for life after high school. Which of the following areas MUST be prioritized in this plan to ensure successful community integration?
(A) Vocational skills, orientation and mobility, and independent living.
(B) Memorizing advanced historical timelines, dates, and world history facts for written tests.
(C) Attempting to improve physical visual acuity through rigorous daily ocular muscle exercises.
(D) Training in complex medical procedures to perform clinical surgeries independently.

****

floor gymnastics adapt safely using sensory modifications, whereas catching javelins cannot be safely adapted for totally blind participants.

78. (D) They miss facial expressions and gestures that sighted peers learn through visual observation.
Sighted children acquire subtle social behaviors, facial expressions, eye contact, and body language automatically through continuous visual imitation. Visually impaired children miss these visual social cues, necessitating direct, structured instruction in non-verbal communication, body orientation, and social interaction rules to facilitate meaningful peer relationships in inclusive settings.

79. (D) It promotes social integration, peer support, and mutual empathy in inclusive settings.
Peer-buddy programs pair visually impaired students with sighted peers during academic and social school routines. This collaborative structure promotes genuine social inclusion, peer acceptance, and mutual empathy while offering informal navigation support. It enriches the school experience without replacing specialized educators or abdicating regular class teachers' core instructional responsibilities.

80. (D) I, II, and III
Social skills instruction for visually impaired youth emphasizes appropriate head orientation toward speakers, role-playing graceful methods for requesting or declining help, and understanding personal body space boundaries. Because visual feedback is absent, explicit guidance across all these behavioral areas is crucial for positive social development and community integration.

81. (B) 20 minutes per hour of examination
Provisions under the RPWD Act 2016 and examination board guidelines mandate compensatory extra time for candidates with benchmark visual impairments. The standard allowance is twenty minutes per hour of examination duration, providing adequate time to compensate for the additional time required to read Braille, process audio, or dictate responses.

82. (A) The scribe's academic qualification should typically be one grade lower than the candidate's.
Guidelines governing scribes for examinees with benchmark visual disabilities specify that the scribe's academic qualification should generally be one grade lower than the candidate's level. This rule prevents unfair academic advantage, ensuring the scribe merely records the student's verbatim dictated answers without contributing subject knowledge or independent problem-solving.

83. (D) I, II, and III
Preparing accessible Braille examination papers involves transcribing text into accurate Braille codes, proofreading embossed scripts with certified Braille readers to fix formatting errors, and replacing purely visual items or diagrams with clear descriptive text, ensuring full structural access and testing equity for visually impaired test takers in formal examinations.

84. (C) Explaining concepts or rephrasing questions for the candidate.
Examination protocols dictate that a scribe must function strictly as a neutral writer and reader. Scribes must read questions verbatim and transcribe dictated responses exactly without additions. Explaining academic concepts, clarifying meanings, or rephrasing question text compromises examination integrity, constituting a direct violation of standardized assessment guidelines.

85. (B) A transcriber converts the Braille paper to print so the subject teacher can grade content accurately.
To evaluate subject knowledge accurately when graders cannot read Braille, a certified transcriber transcribes the student's embossed Braille answer script into standard print script. Subject teachers then grade the transcribed text based on content mastery without penalizing students for acceptable transcription conventions or code formatting.

86. (B) Transport or reader allowances to facilitate school attendance and learning.
Under the inclusive education component of Samagra Shiksha, students with benchmark visual impairments receive financial entitlements such as transport allowances, reader allowances, and equipment stipends. These financial supports reduce barriers to regular school attendance, facilitating physical accessibility, peer study support, and full inclusion in educational environments.

NODIA

87. (D) 6 keys
A standard mechanical Perkins Brailler features six primary typing keys, corresponding directly to the six dots of the Braille cell. Arranged horizontally with a central spacebar, keys 1, 2, 3 are operated by the left hand and keys 4, 5, 6 by the right, enabling simultaneous key presses.

88. (A) Right to left, and read the embossed side from left to right.
Writing with a slate and stylus requires punching dots into heavy paper from the back side, moving from right to left across the frame. When the paper is removed and flipped over, the resulting raised embossed dots are read tactilely from left to right in standard reading direction.

89. (A) P-4, Q-2, R-1, S-3
Screen readers are software applications converting digital text to synthesized audio speech output. Video magnifiers serve as electronic low vision magnification aids. The Perkins Brailler is a mechanical tactile writing device, and the abacus represents a traditional tactile tool for calculating arithmetic operations, establishing correct functional instrument pairings.

90. (C) It rests on the page, keeping a fixed focal distance and reducing hand fatigue.
A stand magnifier rests directly on top of reading materials, maintaining a stable, pre-focused distance between the lens and text. This design eliminates the need for steady hand holding required by handheld magnifiers, preventing focal distortion and arm fatigue during extended desktop reading sessions for low vision students.

91. (B) Viewing distant objects, such as writing on the classroom blackboard.
Telescopic optical aids are specifically designed to magnify distant images for individuals with low vision. In educational environments, hand-held or spectacle-mounted monocular and binocular telescopes enable students to read distant board writing, view classroom presentations, or identify far-off landmarks, effectively compensating for reduced distance visual acuity during routine instructional activities.

92. (D) They convert screen text into synthesized speech or refreshable Braille output.
Screen reader software applications like JAWS and NVDA interface with operating systems to process digital text on computer screens, rendering it into synthesized speech output or tactile signals on refreshable Braille displays. They allow blind users to navigate software applications, browse internet websites, and edit electronic documents independently.

93. (C) Audiometer
NVDA screen readers, refreshable Braille displays, and DAISY digital audio players represent specialized assistive devices designed to facilitate access to information for individuals with visual impairments. An audiometer is an electroacoustic assessment instrument utilized by audiologists to test hearing thresholds, making it unrelated to visual technology aids.

94. (A) A device using raised pins to dynamically render computer text into Braille.
A refreshable Braille display is a tactile electronic device connected to computers or mobile phones. It features a row of cells containing small plastic pins that mechanically raise and lower under screen reader control, dynamically translating electronic text into Braille characters that users read tactilely line by line.

95. (A) OCR software combined with a camera scanner and screen reader.
Optical Character Recognition software combined with a scanner or camera captures print images from physical documents and converts printed text into digital text files. A screen reader then reads this digitized text aloud via speech synthesis, allowing blind college students to access printed class handouts and paper documents independently.

96. (B) JAWS is commercial paid software, while NVDA is free and open-source.
JAWS and NVDA are screen readers designed to make computer operating systems accessible to visually impaired users. The fundamental practical distinction lies in licensing: JAWS is a commercial software requiring expensive licensing fees, whereas NVDA (NonVisual Desktop Access) is a free, open-source program accessible globally without cost.

97. (A) Pincer grasp and adequate downward pressure.
Writing Braille with a slate and stylus requires precise fine motor control. The user holds the stylus between the thumb and fingers using a modified pincer grasp while exerting firm,

Downloaded from www.pdf.tube

controlled downward pressure to punch distinct embossed dots through heavy paper without tearing through the page material.

98. (B) It enables dynamic adjustment of contrast, brightness, and zoom levels.
Electronic video magnifiers (CCTVs) utilize digital cameras and display screens to magnify printed materials. Unlike traditional optical lenses, CCTVs allow users to adjust magnification power dynamically, customize contrast modes, modify lighting brightness, and select color combinations, offering superior flexibility tailored to individual visual preferences and specific eye conditions.

99. (C) Dehradun
The National Institute for the Empowerment of Persons with Visual Disabilities (NIEPVD), formerly known as the National Institute for the Visually Handicapped (NIVH), is a premier national apex institute under the Ministry of Social Justice and Empowerment, headquartered in Dehradun, Uttarakhand, dedicated to education, research, and disability rehabilitation.

100. (B) It leads human resource training, research, and Braille equipment/literature production in India.
NIEPVD serves as India's apex institute in visual disability rehabilitation. Its primary responsibilities include conducting specialized teacher training programs, carrying out research in special education, manufacturing essential assistive equipment like Braille slates and frames, and publishing accessible Braille and audio educational literature for visually impaired individuals across the country.

101. (D) The National Library for the Print Handicapped
The National Library for the Print Handicapped, housed within NIEPVD in Dehradun, serves as a major national repository. It produces, preserves, and distributes accessible reading materials—including embossed Braille books, large print volumes, and DAISY audiobooks—to individuals with print disabilities and educational institutions throughout India to support inclusive education.

NODIA

102. (B) Teaching concepts simultaneously via audio videos, tactile charts, and large print text.
Under Universal Design for Learning (UDL), Multiple Means of Representation requires presenting information through varied sensory modalities. Delivering lessons using auditory descriptions, tactile charts, 3D models, and large print simultaneously ensures that students with varying degrees of visual impairment can access curriculum concepts through their most efficient learning channels.

103. (B) Provide itinerant resource support, early intervention, and inclusive guidance in government schools.
Under Samagra Shiksha, Resource Teachers (Special Educators) act as itinerant specialists visiting general government schools. They deliver specialized skills instruction—such as Braille and O&M—provide early intervention support, assist regular teachers with curricular modifications, and guide inclusive practices to ensure children with special needs succeed in mainstream settings.

104. (B) Vitamin A deficiency (Xerophthalmia)
Severe Vitamin A deficiency causes xerophthalmia, night blindness, and destructive corneal ulceration, historically acting as a major cause of preventable childhood blindness in developing nations. Mass prophylaxis programs providing periodic high-dose Vitamin A oral supplements have drastically reduced nutritional corneal blindness across India and similar developing regions over recent decades.

105. (A) P-3, Q-2, R-1, S-4
Glaucoma involves elevated intraocular pressure that directly damages optic nerve fibers. Cataracts affect the eye's crystalline lens by causing gradual opacification. Retinitis pigmentosa is a progressive retinal dystrophy destroying photoreceptor cells, while corneal ulcers involve localized infection and structural tissue damage affecting the clear outer corneal surface layer.

106. (D) To use echolocation to detect the distance, size, and location of surrounding objects.
Tongue clicks, hand claps, or foot taps produce sharp auditory signals that reflect off surrounding physical surfaces like walls, doors, and furniture. By analyzing these returning auditory echoes, proficient non-sighted travelers utilize human

reading speed, fluency, and overall tactile comprehension.

126. (A) Active touch exploration to perceive an object's shape, size, and texture.
Haptic perception refers to active tactile exploration involving the combination of cutaneous skin sensation and kinesthetic body movement. By manipulating objects intentionally using fingers and hands, non-sighted individuals gather detailed information regarding physical properties including surface texture, weight, compliance, spatial dimensions, and overall three-dimensional object shape.

127. (A) P-2, Q-3, R-1, S-4
Adventitious conditions are acquired post-birth, whereas congenital impairments exist at or before birth. Legal blindness represents standard statutory criteria used for official disability certification and government benefit eligibility. Functional vision describes an individual's practical ability to utilize remaining sight for daily routines and academic learning tasks in real-world environments.

128. (C) Category 3
Under the World Health Organization ICD-10 disability classification system, visual impairment is categorized by severity. Category 1 represents moderate visual impairment, Category 2 signifies severe visual impairment, and Category 3 corresponds to profound visual impairment (visual acuity less than 1/60 down to light perception), directly preceding total blindness categories.

129. (B) Leaving blank space between textured areas and raised lines.
Tactile clutter occurs when tactile graphics contain crowded textures, closely spaced lines, or overlapping patterns that confuse touch sensation. Leaving adequate blank space between distinct raised lines and textured surface areas provides clear tactile boundaries, allowing non-sighted students to discriminate distinct anatomical structures like the stomach or liver easily.

130. (B) Inability to see visual social cues like raised hands or eye contact that signal speaking turns.
Classroom conversations rely heavily on visual cues, such as teacher eye contact, nods, or classmates raising hands to signal turn-taking. A low vision student who cannot see these non-verbal signals may interrupt or talk out of turn unintentionally, reflecting missing visual social information rather than intentional misbehavior.

131. (B) Braille, orientation and mobility skills, and peer support
Article 24 of the United Nations Convention on the Rights of Persons with Disabilities mandates that State Parties facilitate the learning of Braille, alternative script, orientation and mobility skills, and peer support. These essential measures ensure full literacy, independence, and equal participation of blind individuals within inclusive educational systems worldwide.

132. (B) A state-constituted medical board with an ophthalmologist.
Official disability certification for obtaining a Unique Disability ID (UDID) card in India requires evaluation by a legally constituted district or state medical board. The assessment panel must include a qualified ophthalmologist who conducts standardized clinical testing to measure visual acuity and field loss, establishing legal disability percentage.

133. (B) Involuntary, rapid eye movements
Nystagmus is an ocular condition characterized by involuntary, rapid, repetitive movements of the eyes. These oscillating eye movements can be horizontal, vertical, or rotary, significantly reducing visual acuity and depth perception. Nystagmus frequently accompanies underlying congenital visual conditions such as albinism, congenital cataracts, or optic nerve hypoplasia in children.

134. (B) Allow use of this "null point" position where eye movement slows and vision is clearest.
Individuals with nystagmus often possess a specific head posture or angle known as the "null point." In this head position, involuntary eye movements slow down significantly, maximizing visual stability and clarity. Educators should allow students to maintain this compensatory posture during reading rather than forcing straight head alignment.

135. (B) A cognitive environmental map formed using localized environmental sound cues.
An auditory map is an internal mental representation or cognitive map of physical surroundings constructed by processing

Click Here to Buy book on Amazon

116. (A) P-3, Q-4, R-1, S-2
Signature guides provide physical rectangular cutouts guiding document signing. Liquid level indicators produce audible or tactile signals when liquid reaches a cup rim during pouring. Typoscopes isolate text lines for tracking during reading, and abacuses serve as manual calculating tools for mathematical arithmetic, aligning devices with tasks.

117. (B) Controlling lighting and glare, as the eye cannot naturally adjust light intake.
Aniridia is the congenital absence of the iris, preventing the eye from constricting to regulate light entry into the retina. Students experience extreme photophobia and visual glare. Essential classroom adaptations include controlling lighting levels, utilizing window blinds, offering task lamps, and allowing tinted lenses to maximize visual function.

118. (B) Teach systematically from a known reference point (e.g., home district) outwards in a set pattern.
Reading tactile maps requires systematic spatial exploration strategies rather than random touching. Educators should guide students to start at an established, recognizable anchor or reference point and explore outward using grid patterns or cardinal directions, building accurate spatial relationships and comprehensive cognitive mental maps of geographic regions.

119. (C) Rehabilitation Council of India (RCI)
The Rehabilitation Council of India (RCI) is the statutory body regulating special education qualifications and professional standards in India. Special education teachers in visual impairment must possess recognized qualifications and maintain active registration in the Central Rehabilitation Register of the RCI to legally practice in school settings.

120. (C) 120 - 160 GSM
Braille paper requires specific weight and durability to maintain embossed dots without tearing during mechanical punching or flattening under tactile finger pressure. Standard Braille paper paper ranges between 120 and 160 GSM, offering sufficient paper thickness and structural rigidity for crisp dot retention and long-term tactile readability during reading.

NODIA

121. (B) ADIP Scheme for disabled persons
The Scheme of Assistance to Disabled Persons for Purchase/Fitting of Aids and Appliances (ADIP), implemented by the Ministry of Social Justice and Empowerment, provides funding and free distribution of modern durable assistive devices—including smart canes, screen-reader smartphones, and DAISY players—to eligible persons with visual impairments across India.

122. (D) A person with visual impairment who uses, or can potentially use, residual vision to perform daily tasks.
Functional low vision focuses on practical vision utilization rather than clinical acuity measurements. It defines individuals who, despite significant visual impairment, possess residual sight that they use, or can learn to use with optical aids and environmental adaptations, to perform daily tasks, educational activities, and personal routines.

123. (B) Loss of sight automatically causes other senses to become biologically hyper-sensitive.
A common myth asserts that losing vision automatically enhances auditory or tactile sensory organs biologically. In reality, sensory organs remain structurally unchanged. Superior tactile and hearing performance in blind individuals results from cognitive learning, focused attention, practice, and adaptation to non-visual cues rather than automatic biological sensory compensation.

124. (A) III, II, IV, I
Task analysis for independent living instruction begins by identifying required prerequisite motor skills. The educator breaks down the complex activity into logical sequential steps. Next, steps are taught systematically using appropriate physical or verbal prompts, concluding with evaluating student performance to provide feedback and foster independent task execution.

125. (C) Using both hands, with one hand finishing a line while the other locates the start of the next line.
Efficient Braille reading involves smooth two-handed coordination. As the right hand completes reading the latter half of a text line, the left hand moves down to locate the beginning of the subsequent line. This continuous motion minimizes line-transition pauses, maximizing

17. Which of the following is a prominent genetic cause of non-syndromic congenital sensorineural hearing loss?
(A) Cytomegalovirus (CMV) infection
(B) Ototoxicity from aminoglycosides
(C) Untreated Otitis Media
(D) Connexin 26 (GJB2) gene mutation

18. A special educator observes a 4-year-old child in an early intervention centre. The child was born prematurely, spent three weeks in the NICU, and had severe neonatal jaundice requiring blood exchange transfusion. The child now exhibits a sensorineural hearing loss. Based on this scenario, what is the most likely categorization of the cause of this hearing loss?
(A) Hereditary genetic mutation
(B) Post-natal infection
(C) Peri-natal complication
(D) Traumatic brain injury

19. Maternal Rubella (German Measles) contracted during the first trimester of pregnancy is known to cause which type of congenital condition in the fetus?
(A) Down Syndrome
(B) Sensorineural hearing loss and vision defects
(C) Conductive hearing loss due to ossicular malformation
(D) Spina Bifida

20. Which of the following acquired childhood infections is a leading cause of profound bilateral sensorineural hearing loss due to the ossification of the cochlea?
(A) Chickenpox
(B) Mild upper respiratory tract infection
(C) Ringworm
(D) Bacterial Meningitis

21. What is the defining audiological characteristic of Noise-Induced Hearing Loss (NIHL) typically seen on an audiogram?
(A) A sensorineural notch at the 4000 Hz frequency
(B) A flat conductive hearing loss pattern extending across all audio frequencies
(C) A severe loss restricted strictly to the lower sound frequency ranges
(D) Enhanced auditory sensitivity in the higher frequency sound ranges

22. Consider the following causes of hearing impairment:
I. Aminoglycoside antibiotics (e.g., Gentamicin)
II. Chronic Suppurative Otitis Media
III. Maternal Cytomegalovirus (CMV)
Which of the causes given above are considered strictly "Acquired" (post-natal) rather than congenital?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

23. A child with a pre-lingual severe-to-profound hearing loss who does not use sign language or amplification is most likely to exhibit which of the following language characteristics?
(A) Significant delays in vocabulary, syntax, and morphology
(B) Extensive vocabulary development but poor articulation
(C) Normal syntax but delayed pragmatic skills
(D) Accelerated reading comprehension despite poor spoken language

24. Children with severe hearing loss often have speech that is described as having poor intelligibility. Which of the following factors contributes most directly to this?
(A) Severe structural damage to the speech motor control areas of the brain
(B) Congenital anatomical defects affecting the structure of the tongue and palate
(C) Co-occurring intellectual disability directly associated with the hearing loss
(D) Inability to hear one's voice to monitor articulation accurately

25. Consider the following statements regarding the cognitive characteristics of children who are Deaf:
I. The distribution of intelligence scores among Deaf children is similar to that of hearing children when assessed using non-verbal tests.
II. Deaf children inherently have lower cognitive potential than hearing children due to neurological deficits.
III. Academic delays in Deaf children are primarily due to language barriers rather than cognitive deficits.
Which of the statements given above are correct?
(A) I and II
(B) II and III
(C) I and III

Downloaded from www.pdf.tube

environmental auditory cues. Non-sighted individuals identify localized sound sources—such as traffic noise, air conditioning hums, or echoes—to determine spatial positioning, orientation, and navigation pathways relative to landmarks in their immediate environment.

136. (B) Grabbing the person's arm or white cane and pulling them in the desired direction.
Grabbing a visually impaired individual's arm or cane and pulling them violates personal autonomy, compromises balance, and causes spatial disorientation. Proper sighted guide technique requires offering assistance verbally, permitting the person to grasp the guide's arm above the elbow, and walking half a step ahead at a natural pace.

137. (A) P-3, Q-1, R-2
Valentin Haüy founded the world's first school for blind students in Paris, pioneering embossed paper print text. Louis Braille invented the revolutionary six-dot tactile reading and writing code. Richard Hoover developed the long white cane technique and two-point touch method, establishing modern formal Orientation and Mobility instruction practices.

138. (A) I, III, II, IV
When navigating stairs, the guide pauses at the edge and announces "stairs going down." The visually impaired person locates the handrail with their free hand for safety. The guide then steps down first, remaining one step ahead, and pauses briefly at the landing to indicate the staircase end.

NODIA

139. (B) Provide a task lamp with variable intensity and allow tinted lenses in class.
Managing photophobia effectively involves individualized glare reduction without disrupting sighted peers. Providing a desk task lamp with adjustable brightness allows the student to regulate local reading illumination. Permitting tinted lenses or visor caps shields sensitive eyes from overhead fluorescent glare, providing a least restrictive accommodation within inclusive mainstream classrooms.

140. (A) Vocational skills, orientation and mobility, and independent living.
Transition planning for visually impaired adolescents focuses on functional domains essential for post-secondary success. Prioritizing vocational training, independent orientation and mobility skills, self-advocacy, and daily living self-care ensures effective transition from high school to higher education, employment, and independent community living, promoting personal autonomy and social integration.

****

CHAPTER 12
Hearing Impairment

1. Under the Rights of Persons with Disabilities (RPwD) Act, 2016, which of the following correctly defines a person who is "Deaf"?
(A) A person having a hearing loss of 60 decibels to 70 decibels in speech frequencies in both ears
(B) A person having a hearing loss of 90 decibels or more in the better ear
(C) A person having a hearing loss of 40 decibels in one ear and 70 decibels in the other ear
(D) A person having a hearing loss of 70 decibels hearing level in speech frequencies in both ears

2. Under the RPwD Act, 2016, the term "Hard of Hearing" is statutorily defined as a person having a hearing loss of:
(A) 40 decibels to 60 decibels in speech frequencies in both ears
(B) 60 decibels to 70 decibels hearing level in speech frequencies in both ears
(C) 70 decibels to 90 decibels in speech frequencies in the better ear
(D) 25 decibels to 40 decibels in speech frequencies in either ear

3. Which of the following best distinguishes the educational categorization of "Deaf" from "Hard of Hearing"?
(A) Deaf students can process complex linguistic information through audition with hearing aids, whereas hard of hearing students cannot.
(B) Hard of hearing students use residual hearing for spoken language, while Deaf students process information visually.
(C) Deaf students rely exclusively on spoken language for communication, whereas hard of hearing students use sign language for all interaction.
(D) Hard of hearing students are entirely exempted from formal language learning, whereas Deaf students must learn multiple spoken languages.

4. In which Schedule of the Rights of Persons with Disabilities (RPwD) Act, 2016 is Hearing Impairment categorized?
(A) Schedule II - Intellectual Disability
(B) Schedule III - Mental Behaviour
(C) Schedule IV - Disability caused due to blood disorders
(D) Schedule I - Physical Disability

5. A 10-year-old student, Rohan, undergoes an audiological assessment. The audiologist reports that Rohan has a hearing threshold of 65 dB HL in his right ear and 68 dB HL in his left ear across speech frequencies. Based on this scenario and the RPwD Act, 2016, what is Rohan's legal disability classification?
(A) He is classified as "Hard of Hearing".
(B) He is classified as "Deaf".
(C) He does not qualify for a disability certificate as his hearing loss is below 70 dB.
(D) He is classified under "Specific Learning Disability".

6. What is a primary educational implication for a child categorized as "Hard of Hearing" in an inclusive classroom?
(A) The child will require classroom instruction provided exclusively through formal Indian Sign Language.
(B) The child will exhibit significant developmental cognitive deficits directly related to the hearing loss.
(C) The child may hear vowels but miss high-frequency consonants, causing spelling errors.
(D) The child should be placed in a specialized school for the deaf as mainstream inclusive settings are inappropriate.

7. According to the World Health Organization (WHO), a moderate hearing loss in children is defined by a hearing threshold in the better ear ranging from:
(A) 26 to 40 dB HL
(B) 41 to 60 dB HL
(C) 61 to 80 dB HL

Click Here to Buy book on Flipkart

(D) 81 to 90 dB HL

8. Consider the following statements regarding the characteristics of a student who is "Hard of Hearing":
I. They typically have some amount of functional residual hearing.
II. Their primary mode of communication is always sign language.
III. They benefit significantly from auditory amplification devices like hearing aids.
IV. They may exhibit articulation errors due to partial auditory feedback.
Which of the statements given above are correct?
(A) I, II, and III
(B) I, III, and IV
(C) II, III, and IV
(D) I, II, III, and IV

9. In the context of degrees of hearing loss, a child with a "Mild" hearing loss (26-40 dB HL) is most likely to experience difficulty in which of the following situations?
(A) Hearing loud environmental sounds such as a drumbeat
(B) Hearing faint speech or conversation in noisy settings
(C) Hearing a speaker during a quiet, individual one-on-one conversation
(D) Feeling strong physical vibrations from heavy operating machinery

10. Read the following assertion (A) and reason (R) and select the correct option:
Assertion (A): A child with profound, pre-lingual sensorineural hearing loss typically does not develop spoken language spontaneously.
Reason (R): Spoken language acquisition relies heavily on auditory feedback and continuous exposure to speech models in the critical early years.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

11. Which of the following degrees of hearing loss is most likely to prevent a child from hearing environmental sounds such as a dog barking or a telephone ringing without amplification?
(A) Mild Hearing Loss
(B) Moderate Hearing Loss
(C) Moderately Severe Hearing Loss
(D) Profound Hearing Loss

12. A "Conductive" hearing loss is caused by a dysfunction or obstruction in which part of the auditory system?
(A) The outer ear or middle ear
(B) The auditory nerve and brainstem
(C) The inner ear (cochlea)
(D) The auditory cortex of the brain

13. Which of the following conditions is a common cause of conductive hearing loss in school-aged children?
(A) Auditory Neuropathy Spectrum Disorder
(B) Otitis Media (middle ear infection)
(C) Meningitis
(D) Noise-induced trauma to hair cells

14. Sensorineural Hearing Loss (SNHL) occurs due to damage to which of the following structures?
(A) The tympanic membrane, ossicles, and surrounding middle ear structures
(B) Hair cells in the cochlea or auditory nerve
(C) The Eustachian tube, ear canal, and external pinna structure
(D) The external auditory meatus and cartilage of the outer ear

15. Consider the following statements regarding Mixed Hearing Loss:
I. It occurs when a conductive hearing loss and a sensorineural hearing loss co-exist in the same ear.
II. Medical or surgical treatment may restore the conductive component but not the sensorineural component.
III. Bone conduction thresholds will indicate completely normal hearing sensitivity.
Which of the statements given above are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

16. In audiological testing, if air conduction thresholds show a hearing loss but bone conduction thresholds are within normal limits, what type of hearing loss is indicated?
(A) Sensorineural Hearing Loss
(B) Mixed Hearing Loss
(C) Conductive Hearing Loss
(D) Central Auditory Processing Disorder

Downloaded from www.pdf.tube

echolocation effectively to judge object distance, spatial dimensions, and open pathways during independent indoor navigation.

107. (B) The State Commissioner for Persons with Disabilities
The State Commissioner for Persons with Disabilities holds statutory authority under the RPWD Act 2016 to monitor disability rights implementation at the state level. Responsibilities include ensuring educational institutions provide accessible learning materials, reasonable accommodations, and barrier-free environments for students with visual impairments and other benchmark disabilities across the state.

108. (B) Braille slates, styluses, tactile geometric kits, and a Taylor frame
A resource room serving visually impaired students requires essential tactile educational apparatus. Inventory must include Braille slates and styluses for tactile writing, Taylor frames for arithmetic calculations, and spur wheels with rubber mats for geometric drawings, enabling specialized skill development and adapted curriculum access alongside general mainstream education.

109. (B) Specialized skills like Braille, O&M, and independent living needed alongside core subjects.
The Plus Curriculum (Expanded Core Curriculum) addresses essential disability-specific skill areas required by visually impaired students alongside general academic subjects. It includes instruction in Braille reading and writing, Orientation and Mobility, daily living self-care, assistive technology usage, and social interaction skills necessary for personal independence and inclusive education success.

110. (A) The student can see at 6 meters what a person with normal vision can see at 60 meters.
Visual acuity expressed as 6/60 on a Snellen chart means the student must be at a distance of 6 meters to recognize visual details or symbols that an individual with unimpaired normal vision can clearly perceive at 60 meters, indicating significant visual impairment and reduced distance visual clarity.

111. (A) I, III, II, IV
Tactile learning progresses systematically from concrete physical experience to abstract symbolic representation. Instructional sequence begins with real three-dimensional objects (e.g., actual fruit), advances to 3D scaled models, moves to two-dimensional raised thermoform line graphics, and concludes with abstract symbolic representation in embossed Braille text words.

112. (C) They require seating in the front row, irrespective of whether they have low vision or total blindness, so the teacher can monitor them closely.
Seating arrangements should reflect individual functional visual needs rather than rigid rules. Totally blind students do not require front-row seating for visual tracking, though proximity may assist hearing. Mandating front-row placement for all visually impaired students regardless of visual capability or preference is unnecessary and restrictive in inclusive settings.

113. (B) Offer a tactile fidget toy as an acceptable hand alternative and gently redirect the student.
Stereotypic behaviors like eye-pressing reflect sensory self-stimulation in young blind children. Positive behavioral intervention involves providing appropriate sensory alternatives, such as tactile fidget tools or stress balls, and gently redirecting hand activity. Physical restraints or harsh verbal reprimands are unethical, ineffective, and counterproductive to supportive special education learning practices.

114. (D) Visual impairment and hearing impairment (Deafblindness)
Maternal Rubella (German measles) contracted during the first trimester of pregnancy severely affects fetal organogenesis. Congenital Rubella Syndrome commonly causes a triad of developmental defects, notably sensorineural hearing loss, ocular anomalies such as cataracts and retinopathy, and congenital heart defects, frequently resulting in dual sensory impairment (deafblindness).

115. (C) Tripping over objects on the floor and bumping into desks while walking.
Retinitis pigmentosa damages rod photoreceptors, causing progressive loss of peripheral vision resulting in tunnel vision. While central acuity remains for direct reading, losing peripheral fields severely restricts environmental field awareness, making spatial orientation difficult and causing students to trip over low obstacles or bump into desks.

NODIA

(D) I, II, and III

26. The voice quality of individuals with profound congenital hearing loss often exhibits which of the following characteristics?
(A) Extremely precise, overly-articulated consonant production across all speech contexts
(B) Pronounced motor stuttering combined with severe verbal cluttering behavior
(C) Abnormal pitch and difficulty controlling voice volume
(D) Complete inability to produce any functional vocal phonation resulting in mutism

27. Read the following assertion (A) and reason (R) and select the correct option:
Assertion (A): Deaf children of Deaf parents typically show better early language development and socio-emotional adjustment compared to Deaf children of hearing parents.
Reason (R): Deaf parents are able to establish early and effective communication with their child using sign language from birth.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

28. "Incidental learning" refers to learning that occurs naturally by overhearing conversations and environmental sounds. How does the lack of incidental learning affect children with severe hearing impairment?
(A) It leads to gaps in general knowledge and social pragmatics.
(B) It accelerates their formal academic learning.
(C) It enhances their visual processing speed to compensate fully.
(D) It prevents them from learning any non-verbal skills.

29. Why do researchers emphasize that there is a risk of delay in the development of "Theory of Mind" among Deaf children born to hearing parents?
(A) Structural neurological brain damage inherently associated with congenital deafness
(B) Lack of early access to language about thoughts, beliefs, and emotions
(C) Congenital psychological traits making them inherently less empathetic than hearing peers
(D) Physical structural deformities of the middle ear directly affecting cognitive balance

30. Which of the following best describes "Deaf Culture"?
(A) A medical diagnostic perspective that views deafness primarily as a biological deficit needing a surgical cure
(B) A linguistic minority group bound by sign language and shared experiences
(C) A clinical sub-culture characterized by severe intellectual disabilities and total social withdrawal
(D) A theoretical sociological concept that is not legally recognized anywhere in India or the RPwD Act

31. You are a special educator in an inclusive school. A student with moderate hearing loss in your class often sits alone during recess and avoids group work. When approached, the student seems anxious about misunderstanding peers. Based on the socio-emotional characteristics of hard-of-hearing students, what is the most appropriate initial intervention?
(A) Facilitate structured small-group activities with clear communication rules.
(B) Force the student to immediately join a large, unstructured group activity in order to build emotional resilience.
(C) Completely excuse the student from participating in all group learning activities to permanently reduce anxiety.
(D) Instruct peer group members to ignore the student entirely until the student feels ready to participate actively.

32. Which objective audiological test is routinely used in hospital newborn screening programs to measure the acoustic response produced by the outer hair cells of the cochlea?
(A) Pure Tone Audiometry (PTA)
(B) Behavioral Observation Audiometry (BOA)
(C) Otoacoustic Emissions (OAE)
(D) Tympanometry

33. Which test measures the electrical activity of the auditory nerve and brainstem pathways in response to sound, and is often used to confirm hearing loss in infants?
(A) Visual Reinforcement Audiometry (VRA) behavioural testing

Click Here to Buy book on Amazon

78. Which of the following is the best strategy for adapting science instruction for students with hearing impairment?
(A) Conducting instruction exclusively through unassisted independent textbook reading assignments
(B) Utilizing hands-on experiments, visual models, and graphic organizers
(C) Delivering extensive, highly detailed teacher-led verbal lectures throughout the entire instructional period
(D) Completely eliminating and avoiding all technical scientific vocabulary terms from the science curriculum

79. In an inclusive school, a Speech-Language Pathologist (SLP) works with a deaf student. Which of the following is an appropriate goal for the SLP in an educational context?
(A) Developing pragmatic language skills for peer interaction.
(B) Strictly enforcing verbal speech policies and forcing the student to completely abandon all sign language usage
(C) Directly administering and grading the student's end-of-year cumulative final mathematics examination
(D) Performing complex technical repairs on broken digital hearing aids using medical surgical instruments

80. Consider the following roles:
I. Conducting auditory training exercises
II. Providing therapy to improve speech intelligibility and voice quality
III. Collaborating with the classroom teacher to integrate vocabulary goals
Which of the roles given above accurately describe the function of a Speech-Language Pathologist working with D/HH students?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

81. Teaching "prosody" to a hard-of-hearing student in speech therapy primarily involves working on:
(A) Syntactic organization and grammatical structure of sentences
(B) Orthographic conventions and physical spelling of target vocabulary
(C) Systematic memorization and production of sign language vocabulary
(D) Rhythm, stress, and intonation patterns of speech

NODIA

82. To support the social skills and peer interaction of a deaf student in a mainstream classroom, what is a highly effective, inclusive strategy?
(A) Assigning a special educator to sit between the deaf student and hearing peers at all times
(B) Allowing the deaf student to skip recess to avoid social anxiety
(C) Teaching basic conversational sign language (ISL) to the hearing classmates
(D) Punishing hearing peers if they do not speak perfectly to the deaf student

83. Explicit instruction in "social pragmatics" for a deaf child might include directly teaching which of the following skills?
(A) How to accurately compute and calculate complex mathematical fractions in algebra class
(B) How to appropriately interrupt conversations and take turns visually
(C) How to safely assemble, insert, and test miniature hearing aid button-cell batteries
(D) How to operate a laboratory Bunsen burner safely during high school chemistry experiments

84. What does the term "illusion of inclusion" refer to in the context of educating students with hearing impairment in mainstream schools?
(A) A scenario where the student academically excels, yet classroom teachers falsely assume the student is failing.
(B) A situation where an inclusive school provides excessive support services, thereby emotionally overwhelming the student.
(C) A psychological condition where a student mistakenly believes they attend a special school instead of a mainstream school.
(D) Physical classroom presence alongside academic and social isolation.

85. During playtime, a hard-of-hearing student accidentally bumps into a peer. The peer says "Watch out!" but the hard-of-hearing student does not hear it and continues playing. The peer pushes the student, leading to a fight. What is the most appropriate proactive strategy to prevent such incidents?
(A) Teach peers to gently tap the student's shoulder for attention.
(B) Permanently prohibit the hard-of-hearing

(D) Low-frequency nasal acoustic consonants like /m/ and /n/

42. In an inclusive classroom setting, the primary role of an educational sign language interpreter is to:
(A) Teach the special education curriculum directly and independently evaluate the deaf student's academic performance
(B) Discipline the deaf student during class hours and continuously assist with all of their personal daily hygiene needs
(C) Facilitate communication between the deaf student, teacher, and peers
(D) Evaluate all aspects of the deaf student's ongoing academic progress and assign official term grades

43. Read the following assertion (A) and reason (R) and select the correct option:
Assertion (A): A Deaf student relying on a sign language interpreter in a mainstream classroom should be provided with a peer note-taker.
Reason (R): The Deaf student cannot simultaneously watch the interpreter to receive information and look down to take comprehensive notes.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

44. What does CART stand for in the context of communication access for students who are Deaf or Hard of Hearing?
(A) Communication Access Real-time Translation
(B) Cognitive Auditory Rehabilitation Training
(C) Cochlear Amplification and Resonance Testing
(D) Central Auditory Reception Therapy

45. Consider the application of Universal Design for Learning (UDL) principles for a student with hearing impairment:
I. Providing closed captions for all educational videos
II. Using visual aids and graphic organizers during lectures
III. Eliminating all collaborative group work from the curriculum
IV. Providing written outlines of the lecture in advance
Which of the statements given above are correct?
(A) I, II, and III
(B) I, II, and IV
(C) II, III, and IV
(D) I, III, and IV

46. The principle of neuroplasticity underscores the importance of Early Intervention for children with hearing loss. Which of the following statements best aligns with this principle?
(A) The brain can acquire complex linguistic structures equally well at any developmental age, so intervention can be safely delayed until formal school entry.
(B) Auditory pathways require stimulation within the first 3-4 years of life for optimal language development.
(C) Early intervention programs should focus exclusively on physical motor development because human auditory pathways are permanently fixed at birth.
(D) Human neuroplasticity guarantees that early developmental hearing loss will spontaneously resolve on its own before the child reaches age 5.

47. In early intervention for infants and toddlers with hearing loss, the Individualized Family Service Plan (IFSP) emphasizes:
(A) Partnering with families to support child development in natural environments
(B) Isolating the child in a specialized residential clinical facility for long-term intensive sensory training
(C) Focusing exclusively on formal academic reading, writing, and advanced literacy skills during early infancy
(D) Providing clinical medical and surgical treatments while strictly excluding all forms of educational support

48. Consider the following components:
I. Multidisciplinary assessment of the child's needs
II. Parent counselling and family support
III. Strict segregation from hearing children
Which of the components given above are considered standard best practices in Early Intervention programs for children with hearing impairment?
(A) I and II
(B) II and III
(C) I and III

Downloaded from www.pdf.tube

stimulates the auditory nerve electrically.
(C) A cochlear implant completely restores normal auditory functioning immediately, whereas traditional hearing aids cannot.
(D) Cochlear implants are prescribed strictly and exclusively for individuals presenting with conductive hearing losses.

94. The external component of a Cochlear Implant that captures sound and converts it into a digital signal is called the:
(A) Surgical electrode array
(B) External speech processor
(C) Transmastoideus auditory nerve
(D) Custom silicone earmold

95. A student in your class recently underwent cochlear implant surgery. Upon returning to school, the student seems distressed by loud noises and struggles to recognize common words. What is the most critical realization for the special educator in this scenario?
(A) Ongoing auditory rehabilitation is required to interpret electrical signals.
(B) The surgical implantation procedure failed completely, requiring immediate device removal and return to manufacturer.
(C) The student is demonstrating behavioural malingering and acting out purely to receive individual teacher attention.
(D) The electronic processing unit must be powered off permanently whenever the student enters classroom environments.

96. Consider the following statements regarding the "Mapping" of a cochlear implant:
I. It is performed by an audiologist.
II. It involves setting the threshold and comfort levels for electrical stimulation on the electrodes.
III. It only needs to be done once, immediately after surgery.
IV. Changes in a child's behavioural response to sound may indicate a need for re-mapping.
Which of the statements given above are correct?
(A) I, II, and III
(B) I, II, and IV
(C) II, III, and IV
(D) I, III, and IV

97. What is the primary purpose of an FM (Frequency Modulation) System in an educational setting?
(A) To record, store, and archive the classroom teacher's spoken audio lectures for absent students to review later at home
(B) To broadcast educational programming, school announcements, and daily news updates across the campus radio station
(C) To automatically translate spoken Hindi classroom lectures directly into Indian Sign Language videos on a screen
(D) To deliver the teacher's voice directly to the student, overcoming noise and distance.

98. In a classroom using a personal FM system, who wears the transmitter (microphone) and who wears the receiver?
(A) The student continuously wears the audio transmitter, while the classroom teacher wears the wireless signal receiver unit.
(B) The school principal wears the central transmitter unit, while all enrolled students in class wear individual receiver units.
(C) The teacher wears the transmitter; the student wears the connected receiver.
(D) Both teacher and student wear dual radio transmitters to communicate directly with administrative staff in the main office.

99. A "Sound Field System" (or Classroom Audio Distribution System) differs from a personal FM system in that:
(A) It relies entirely on distributed high-definition visual video screens mounted around the classroom wall space rather than sound reproduction.
(B) It amplifies the teacher's voice through loudspeakers for all students.
(C) It necessitates minor medical surgical implantation for all enrolled students prior to utilizing the audio classroom system.
(D) It operates effectively only during outdoor physical education activities on open outdoor school playgrounds and fields.

100. Consider the following rules when a teacher uses an FM transmitter:
I. The teacher should turn off or mute the microphone when speaking privately to another student.
II. The teacher should pass the microphone to peers when they are answering questions during a class discussion.
III. The teacher should wear the microphone close to their mouth (approx. 6 inches).
Which of the rules given above are correct best practices?
(A) I and II

NODIA

all over the world
(C) An informal pantomime communication system that completely lacks standardized grammatical structure
(D) A natural language with its own distinct syntax and grammar

57. In Indian Sign Language, non-manual markers (NMMs) such as facial expressions, head movements, and body posture serve what primary function?
(A) They serve a purely decorative cosmetic purpose and function solely to express basic human emotions.
(B) They provide essential grammatical information like questions and negation.
(C) They are deployed as a temporary alternative communication method only when the signer's hands become tired.
(D) They function as a complete functional replacement for manual fingerspelling when communicating technical terms.

58. A special educator is preparing to teach a lesson on the solar system using Indian Sign Language. However, the educator realizes there are no standardized ISL signs for specific planet names like "Uranus" and "Neptune". What is the most linguistically appropriate strategy for the educator to use in ISL?
(A) Skip those planets to avoid confusion.
(B) Speak the words loudly while covering the mouth.
(C) Use fingerspelling (the manual alphabet) to spell out the names.
(D) Write the words on the board and refuse to sign for the rest of the lesson.

59. Consider the following statements regarding Indian Sign Language (ISL):
I. It follows a Subject-Object-Verb (SOV) syntactic structure.
II. It was historically influenced by British Sign Language.
III. It does not possess any mechanisms for expressing abstract concepts.
Which of the statements given above are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

60. Read the following assertion (A) and reason (R) and select the correct option:
Assertion (A): Total Communication is a philosophy rather than a single specific method.
Reason (R): Total Communication advocates using any and all modes of communication (speech, sign, listening, writing, gestures) necessary to meet the individual child's needs.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

61. "Simultaneous Communication" (SimCom) is frequently used within the Total Communication framework. What does SimCom entail?
(A) Fluently speaking one spoken language aloud while simultaneously writing a completely different language on the board
(B) Signing and speaking simultaneously following spoken word order
(C) Requiring two co-teachers to speak aloud at the exact same time directly to a deaf student during instruction
(D) Systematically utilizing two entirely different regional sign languages simultaneously during classroom teaching

62. The Bilingual-Bicultural (Bi-Bi) approach in the education of the Deaf posits that:
(A) Deaf children should be required to learn and master spoken English and spoken Hindi simultaneously in early childhood education.
(B) Sign language should be the first language (L1), and majority written language should be taught as a second language (L2).
(C) Deaf children must be educated exclusively within segregated residential institutional settings while avoiding all contact with hearing culture.
(D) The prescription and personal usage of hearing aids and cochlear implants should be strictly prohibited by educational regulations.

63. Consider the following principles:
I. Embracing Deaf culture and history as part of the curriculum
II. Using Deaf adults as language models and mentors
III. Forcing students to use their voices at all times
Which of the principles given above align with the Bilingual-Bicultural (Bi-Bi) approach?

Click Here to Buy book on Flipkart

(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

64. Why is visual redundancy considered a critical teaching strategy in classrooms with deaf and hard-of-hearing students?
(A) It significantly reduces the overall cognitive effort and mental processing load required for complex visual learning tasks.
(B) It completely eliminates the professional requirement for classroom teachers to plan instructional lessons in advance.
(C) It ensures missed auditory information remains accessible via visual media.
(D) It serves as a complete structural replacement for professional sign language interpretation services in inclusive settings.

65. A mainstream teacher frequently turns their back to write on the blackboard while simultaneously explaining a complex mathematical concept. A hard-of-hearing student in the front row is failing to grasp the concept. What is the primary pedagogical error here?
(A) The teacher is projecting their voice too softly to overcome background ambient classroom noise levels.
(B) The teacher is failing to wear a personal assistive listening device while explaining complex concepts.
(C) The mathematical concept being taught is inherently too cognitively advanced for any hard-of-hearing student to comprehend.
(D) The teacher prevents speechreading and visual observation by turning away.

66. Speechreading (lip-reading) is a challenging skill because approximately what percentage of spoken English/Hindi sounds are NOT clearly visible on the lips?
(A) 10-20%
(B) 30-40%
(C) 60-70%
(D) 90-100%

67. Which of the following environmental factors severely hinders a student's ability to speechread the teacher?
(A) The student is seated approximately four feet directly in front of the classroom teacher.
(B) The teacher stands against a bright window, casting their face in shadow.
(C) The inclusive classroom environment is brightly illuminated with standard overhead fluorescent lighting fixtures.
(D) The classroom teacher speaks clearly at a steady, natural, and completely unexaggerated conversational pace.

68. Consider the following pairs of English words:
I. Pat / Bat
II. Time / Dime
III. Mat / Cat
IV. Pet / Pen
Which of the following are examples of "homophenes" (words that look identical on the lips to a speechreader)?
(A) I and II
(B) III and IV
(C) I, II, and III
(D) II, III, and IV

69. To optimize classroom acoustics for a student who uses a hearing aid, a teacher should aim to reduce "Reverberation Time". What does this term mean?
(A) The time required for a sound to decay in an enclosed space.
(B) The total duration of time it takes for a student with hearing impairment to formulate a response to a teacher's question.
(C) The precise rate of vocal articulation and overall speech speed utilized by the teacher during oral classroom instruction.
(D) The expected continuous operating battery lifespan of an individual digital hearing aid device before requiring replacement.

70. Consider the following environmental modifications:
I. Hanging thick curtains over windows
II. Placing rubber tips or tennis balls on the legs of chairs and desks
III. Removing all carpets and keeping bare tile floors
Which of the modifications given above will help improve the Signal-to-Noise Ratio (SNR) in a classroom?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

71. What is the most highly recommended classroom seating arrangement to facilitate communication for a deaf student in a group discussion setting?

NODIA

(A) U-shape or semi-circle arrangement
(B) Traditional rows facing the teacher
(C) Seating the deaf student at the very back of the room
(D) Seating students facing the walls

72. Read the following assertion (A) and reason (R) and select the correct option:
Assertion (A): High levels of background noise in a classroom disproportionately disadvantage students using hearing aids.
Reason (R): Hearing aids amplify all sounds in the environment, meaning background noise is amplified alongside the teacher's voice, masking the speech signal.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

73. When adapting reading comprehension materials for a student with pre-lingual severe hearing loss, a special educator might modify the syntax. What does this typically involve?
(A) Substantially increasing the visual print font size on instructional handouts to make individual printed letters visually bigger
(B) Simplifying complex sentence structures while preserving the core meaning.
(C) Systematically translating all written English words directly into written Hindi text throughout the entire learning material
(D) Completely removing all visual illustrations, diagrams, and graphic images from the original reading comprehension text

74. Which instructional strategy is most effective when introducing a new reading passage to students who are deaf or hard of hearing?
(A) Requiring students to read the entire text passage completely unassisted without any preliminary introductory preparation
(B) Relying exclusively and strictly on auditory phonics-based decoding instruction methods to build reading fluency
(C) Pre-teaching key vocabulary visually before reading the main text passage.
(D) Administering a formal reading comprehension assessment test immediately following an initial unassisted reading

NODIA

75. Consider the challenges a profoundly deaf child might face when learning to write in English/ Hindi:
I. Omission of function words (e.g., articles like 'a', 'the')
II. Difficulty with verb tense markers (e.g., '-ed')
III. Reversing letters (e.g., writing 'b' for 'd')
IV. Overuse of rigid Subject-Verb-Object sentence structures
Which of the statements given above are primary language-based challenges specifically associated with severe hearing impairment rather than general dyslexia?
(A) I, II, and III
(B) I, II, and IV
(C) II, III, and IV
(D) I, III, and IV

76. During a writing assignment, a deaf student submits a paper with the sentence: "Yesterday I go to store and bought milk." What is the most linguistically appropriate way for the special educator to provide feedback?
(A) Explicitly teach the visual rule for past-tense verb markers.
(B) Mark the paper with a red 'F' grade and sternly instruct the student that they need to work much harder in writing class.
(C) Assume that the student possesses an underlying cognitive intellectual disability and permanently lower academic standards.
(D) Instruct the student to completely cease using sign language communication, asserting that sign language caused the writing error.

77. Why do mathematics word problems often present a significant challenge for deaf and hard-of-hearing students?
(A) Deaf students possess an inherent neurodevelopmental lack of spatial reasoning capacities required for solving mathematical problems.
(B) Linguistic complexity and conditional phrasing obscure the needed math operation.
(C) Mathematical numerical quantities and symbols cannot be accurately represented using standard natural sign language systems.
(D) Auditory hearing loss directly damages and impairs the neurological calculation centers located within the human parietal lobe.

(B) Diagnostic Speech Reception Threshold (SRT) testing battery
(C) Standardized Rinne tuning fork clinical assessment
(D) BERA (Brainstem Evoked Response Audiometry)

34. The universally accepted "1-3-6 rule" for Early Hearing Detection and Intervention (EHDI) guidelines stipulates that:
(A) Screening by 1 month, Diagnosis by 3 months, Intervention by 6 months of age
(B) Initial screening by 1 year, Diagnosis by 3 years, and Intervention by 6 years of age
(C) Screening for 1 ear, Diagnosis for 3 frequencies, and Intervention for 6 hours a day
(D) Initial screening at 1 week, Diagnosis at 3 weeks, and Surgery at 6 weeks of age

35. Consider the following statements regarding school-based hearing screening protocols:
I. Sweep testing is usually conducted using a pure tone audiometer at a fixed intensity level (e.g., 20 or 25 dB HL).
II. Screening is diagnostic; if a child fails, they are immediately fitted with a hearing aid.
III. Children who fail the initial sweep test should be referred for a full diagnostic audiological evaluation.
Which of the statements given above are correct?
(A) I and II
(B) I and III
(C) II and III
(D) I, II, and III

36. Behavioral Observation Audiometry (BOA) is a subjective assessment method typically used for which age group?
(A) 6 to 10 years
(B) 0 to 6 months
(C) 12 to 18 years
(D) Adults only

37. On a standard pure-tone audiogram, the horizontal axis (X-axis) and the vertical axis (Y-axis) represent which parameters of sound, respectively?
(A) Frequency in Hertz (Hz) and Intensity in decibels (dB)
(B) Intensity in decibels (dB) and Frequency in Hertz (Hz)
(C) Loudness in sones and Pitch in mels
(D) Duration in milliseconds and Frequency in Hertz (Hz)

38. According to standard audiometric symbols, an unmasked air conduction threshold for the right ear is represented by which symbol and colour?
(A) A blue 'X'
(B) A black square
(C) A red 'O'
(D) A red triangle

39. Consider the following elements found on a pure-tone audiogram:
I. Bone conduction thresholds significantly better than air conduction thresholds
II. An air-bone gap of greater than 15 dB
III. Bone conduction thresholds within normal limits (0-15 dB HL)
IV. Air conduction thresholds indicating a 45 dB HL loss
Which type of hearing loss do the above four features collectively describe?
(A) Conductive Hearing Loss
(B) Sensorineural Hearing Loss
(C) Mixed Hearing Loss
(D) Central Deafness

40. "Speech Reception Threshold" (SRT) in audiological assessment refers to:
(A) The highest sound intensity level at which an individual experiences acute physical pain from speech stimuli
(B) The percentage score of phonetically balanced single-syllable words repeated at a comfortable listening level
(C) The specific fundamental acoustic pitch frequency at which an individual's speech remains most intelligible
(D) The lowest intensity at which a person correctly identifies 50% of spondee words

41. A child is unable to follow instructions given by the teacher when the teacher's back is turned. However, the child responds well when facing the teacher. The audiogram shows a sloping configuration where hearing is normal in low frequencies but drops to a severe loss in high frequencies. What specific speech sounds is this child most likely missing?
(A) Low-frequency vowel sound structures like /a/, /o/, and /u/
(B) Voiceless fricatives and sibilants like /s/, /f/, /th/
(C) Low-to-mid frequency voiced consonants like /b/, /d/, and /g/

Downloaded from www.pdf.tube

student from attending outdoor recreational recess or playtime activities.
(C) Issue an immediate administrative school suspension to both participating students for engaging in physical fighting.
(D) Instruct the hard-of-hearing student that they must make a greater personal effort to listen attentively during play.

86. When assessing a deaf student's knowledge in subjects like Science or Social Studies, how can a teacher ensure they are assessing content knowledge rather than language proficiency?
(A) By administering subject examinations constructed exclusively with highly complex, abstract essay questions
(B) By evaluating subject knowledge while grading strictly and deductively on all minor spelling and grammar errors
(C) By reducing language load and accepting non-written response formats.
(D) By assessing the student's overall understanding through an unassisted, purely oral comprehensive examination

87. Under the RPwD Act 2016 and subsequent educational board norms (e.g., CBSE), what is a standard assessment accommodation provided to students with certified hearing impairment?
(A) Provision of extra time during examinations
(B) Complete exemption from studying mathematics
(C) Permission to take the exam at home unsupervised
(D) Passing the student regardless of their answers

88. Is the provision of a sign language interpreter to translate question papers into ISL considered a valid accommodation for Deaf students in board examinations in India?
(A) No, it gives the student an unfair advantage in the subject content.
(B) Yes, but only for students with mild hearing loss.
(C) No, because ISL is not recognized in India.
(D) Yes, it is a recognized accommodation for accessing the questions.

89. Which of the following components is NOT typically part of a standard Behind-The-Ear (BTE) hearing aid?
(A) Microphone
(B) Electrode Array
(C) Amplifier
(D) Receiver (Speaker)

90. Read the following assertion (A) and reason (R) and select the correct option:
Assertion (A): Behind-The-Ear (BTE) hearing aids are generally preferred over In-The-Ear (ITE) hearing aids for growing children.
Reason (R): The earmold of a BTE can be easily and inexpensively replaced as the child's ear grows, without having to replace the electronic components of the aid.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

91. Consider the following daily maintenance tasks for a child's hearing aid:
I. Checking the battery voltage
II. Cleaning earwax out of the earmold tubing
III. Performing the Ling Six Sound Test
Which of the tasks given above should a special educator be trained to perform or monitor in the classroom?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

92. A Bone Anchored Hearing Aid (BAHA) is most appropriate for a student with which type of hearing loss?
(A) Conductive loss caused by middle ear structural anomalies.
(B) Bilateral profound sensorineural hearing loss affecting inner ear sensory hair cell structures
(C) Central Auditory Processing Disorder characterized by severe neural signal decoding deficits
(D) Mild-to-moderate high-frequency sensorineural hearing loss in both auditory pathways

93. How does a Cochlear Implant differ fundamentally from a traditional Hearing Aid?
(A) A hearing aid requires surgical implantation within the skull, whereas a cochlear implant is entirely worn externally.
(B) A hearing aid amplifies acoustic sound, whereas a cochlear implant directly

NODIA

(D) I, II, and III

49. A special educator is working with a 3-year-old child with a severe hearing loss. The educator observes the child pointing to a toy car and saying "ba." The educator responds, "Yes, that's a fast car. The car is zooming!" What specific language development strategy is the educator employing?
(A) Systematic Applied Task Analysis
(B) Behavioral Negative Punishment Procedure
(C) Systematic Rote Memorization Strategy
(D) Language Expansion and Recasting

50. The Maternal Reflective Method (MRM) used in teaching language to deaf children is based on:
(A) Applying strict behavioural conditioning protocols utilizing a structured system of continuous rewards and punishments
(B) Formally teaching complex written grammar rules and sentence structures prior to introducing any spoken vocabulary items
(C) Teaching language based on natural mother-infant conversational interactions
(D) Utilizing non-verbal sign language exclusively while actively discouraging and prohibiting all forms of vocalization

51. Which of the following techniques is highly effective for explicit vocabulary instruction for students who are deaf or hard of hearing?
(A) Repeatedly writing the target word fifty times in isolation on a classroom chalkboard
(B) Using semantic mapping to illustrate connections between words
(C) Relying exclusively on formal dictionary definitions without providing contextual sentence clues
(D) Instructing students to ignore unknown words completely and focus only on silent reading speed

52. Read the following assertion (A) and reason (R) and select the correct option:
Assertion (A): Students with hearing impairment require significantly more exposures to a new vocabulary word in various contexts to master it compared to their hearing peers.
Reason (R): Students with hearing impairment cannot rely on incidental auditory learning to acquire word meanings from their environment.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

53. Consider the following statements regarding the Oral/Aural communication approach in deaf education:
I. It emphasizes the use of residual hearing through amplification.
II. It encourages the use of sign language as the primary mode of instruction.
III. It involves intensive training in speechreading and articulation.
Which of the statements given above are correct?
(A) I and II
(B) I and III
(C) II and III
(D) I, II, and III

54. Auditory-Verbal Therapy (AVT) is a specialized approach primarily designed for children who:
(A) Use Indian Sign Language exclusively as their sole communication modality
(B) Have multiple complex developmental disabilities including severe congenital visual impairment
(C) Utilize hearing technology to develop spoken language through listening
(D) Are formally diagnosed with mild learning disabilities in the absence of any auditory deficit

55. A key principle of strict Auditory-Verbal Therapy (AVT) that distinguishes it from other oral approaches is:
(A) Active discouragement of speechreading to force reliance on audition
(B) The mandatory and standardized implementation of Total Communication across all educational settings
(C) The strict and total exclusion of parents from attending or participating in individual therapy sessions
(D) The exclusive primary focus on formal written language acquisition rather than oral production

56. Indian Sign Language (ISL) is recognized linguistically as:
(A) A direct word-for-word translation system of spoken Hindi grammar converted into basic hand gestures
(B) A standardized universal sign language understood effortlessly by deaf individuals

Click Here to Buy book on Amazon

(B) II and III
(C) I and III
(D) I, II, and III

101. Which apex autonomous body under the Ministry of Social Justice and Empowerment was established in 2015 to promote and standardize Indian Sign Language?
(A) Indian Sign Language Research and Training Centre (ISLRTC)
(B) Rehabilitation Council of India (RCI)
(C) National Council for Educational Research and Training (NCERT)
(D) Ali Yavar Jung National Institute of Speech and Hearing Disabilities (AYJNISHD)

102. You are advising a school management committee on implementing the National Education Policy (NEP) 2020 guidelines regarding students with hearing impairment. According to NEP 2020, which of the following actions is mandated for the education of these students?
(A) Completely banning and prohibiting the use of natural sign language across all primary school educational settings
(B) Mandating mandatory surgical cochlear implantation for all deaf children prior to granting regular primary school admission
(C) Standardizing ISL nationally and developing curriculum materials using it.
(D) Segregating all deaf children into separate specialized institutional facilities located outside major urban city limits

103. The development of ISL dictionaries by ISLRTC has significantly helped in which of the following areas?
(A) Standardizing technical and academic vocabulary to unify deaf education.
(B) Completely eliminating the professional administrative need for special educators in inclusive primary schools
(C) Successfully curing congenital sensorineural deafness through specialized visual occupational therapy interventions
(D) Directing the translation of foreign international sign languages strictly into spoken Hindi grammatical structures

104. Under Section 16 of the RPwD Act 2016, educational institutions are mandated to provide reasonable accommodation. For a deaf student in a higher education setting, this explicitly includes the provision of:
(A) Free door-to-door interstate transportation services to educational facilities located in another state
(B) An unconditional guaranteed passing grade on all university assessments without undergoing examination
(C) Specialized medical and surgical corrective operations fully funded by university administration
(D) Provision of sign language interpreters or support services.

NODIA

105. Consider the following provisions mentioned in the National Education Policy (NEP) 2020:
I. Focus on early intervention and screening for disabilities
II. Recognition and standardization of Indian Sign Language
III. Provision of home-based education for children with severe and profound disabilities
IV. Abolition of all special schools in favour of absolute mainstreaming
Which of the provisions given above are correctly attributed to NEP 2020?
(A) I, II, and III
(B) I, II, and IV
(C) II, III, and IV
(D) I, III, and IV

106. The Ling Six Sound Test uses the sounds /a/, /u/, /i/, /m/, /sh/, and /s/. Why were these specific six sounds chosen for this daily listening check?
(A) Because these six phonemes represent the only vocal sounds a deaf child is physically capable of pronouncing accurately
(B) Because these six phonemic sounds form a specific, highly meaningful word when translated into Indian Sign Language
(C) Because they represent speech across low, middle, and high frequencies.
(D) Because these specific phonemes represent the absolute loudest acoustic sounds in the entire human phonetic inventory

107. Consider the following characteristics of a student:
I. Often asks for repetition or says "What?"
II. Fails to respond when called from behind
III. Turns television or radio volume very high
These behavioural signs in a general classroom are primary indicators for referring the child for:
(A) An ADHD evaluation
(B) A visual acuity test

hearing impairment lack access to this informal incidental learning channel, leading to noticeable gaps in general background knowledge, idiomatic expressions, cultural awareness, and subtle social pragmatics required for smooth peer interactions.

29. (B) Lack of early access to language about thoughts, beliefs, and emotions
Theory of Mind refers to the cognitive capability to attribute mental states, such as beliefs, desires, and intentions, to oneself and others. Deaf children of hearing parents often experience early language delays and miss out on conversational chatter regarding mental and emotional states, which delays their development of Theory of Mind concepts.

30. (B) A linguistic minority group bound by sign language and shared experiences
Deaf Culture views deafness not as a medical pathology or disability to be cured, but as a unique cultural and linguistic identity. Members of the Deaf community share a common visual sign language, cultural values, behavioral norms, social institutions, and rich heritage, operating as a distinct linguistic minority group in society.

31. (A) Facilitate structured small-group activities with clear communication rules.
Hard of hearing students frequently experience social anxiety in unstructured environments due to fear of missing conversational cues or misunderstandings. Facilitating structured small-group activities with established rules, such as taking turns and speaking clearly, reduces auditory overload, ensures accessible communication, builds confidence, and promotes genuine peer inclusion within regular inclusive classrooms.

32. (C) Otoacoustic Emissions (OAE)
Otoacoustic Emissions screening is an objective, non-invasive audiological procedure that measures low-intensity acoustic signals produced by healthy outer hair cells of the cochlea in response to auditory stimuli. Because it requires no active behavioral participation from the test subject, OAE is widely utilized for universal newborn hearing screening in hospital nurseries.

33. (D) BERA (Brainstem Evoked Response Audiometry)
Brainstem Evoked Response Audiometry is an objective electrophysiological assessment that evaluates the neural integrity of the auditory nerve and brainstem pathways up to the inferior colliculus. By recording brainwave responses to click or tone-burst sounds via surface electrodes, BERA provides definitive diagnostic threshold estimates for infants unable to perform behavioral testing.

34. (A) Screening by 1 month, Diagnosis by 3 months, Intervention by 6 months of age
The EHDI guidelines establish the benchmark 1-3-6 timeline to optimize developmental outcomes for infants with congenital hearing loss. This protocol mandates that all infants undergo initial hearing screening by 1 month of age, complete comprehensive audiological diagnosis by 3 months, and begin appropriate early intervention services by 6 months of age.

35. (B) I and III
School-based hearing screening programs utilize rapid sweep testing across key speech frequencies at a fixed intensity level, usually 20 or 25 dB HL, to identify children who may have undetected hearing loss. Screening tests are not diagnostic; children who fail must be referred for comprehensive audiological evaluations before interventions are prescribed.

36. (B) 0 to 6 months
Behavioral Observation Audiometry is a subjective behavioral test procedure used primarily for infants between birth and 6 months of age. Audiologists observe systemic unconditioned behavioral responses, such as eye-blinks, startle reflexes, sucking changes, or head turns, in response to acoustic stimuli presented in a sound-treated room to assess basic auditory awareness.

37. (A) Frequency in Hertz (Hz) and Intensity in decibels (dB)
On a standard pure-tone audiogram, acoustic results are plotted graphically using two axes. The horizontal X-axis displays sound frequency measured in Hertz, ranging from low pitch to high pitch, while the vertical Y-axis displays sound intensity or loudness measured in decibels hearing level, increasing in volume from top to bottom graph.

38. (C) A red 'O'
Clinical audiometry adheres to standardized international color and symbol conventions when

Downloaded from www.pdf.tube

from attending normal mainstream schools

115. Consider the following strategies for promoting transition to vocational training for an older deaf student:
I. Job shadowing with Deaf adults
II. Training in workplace communication strategies (e.g., requesting accommodations)
III. Advising the student to only seek jobs that require answering telephones
Which of the strategies given above are appropriate?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

116. Early intervention programs under the Rashtriya Bal Swasthya Karyakram (RBSK) aim to screen children for 4 Ds: Defects at birth, Diseases, Deficiencies, and Developmental delays including disability. At what administrative level are District Early Intervention Centres (DEICs) established?
(A) Block level
(B) State capital level
(C) Village Panchayat level
(D) District level

117. A 6-year-old child with a cochlear implant joins your class. During a physical education class involving contact sports (like Kabaddi), what is the most vital safety precaution?
(A) Remove the external processor and protect the implant site from head blows.
(B) The child must be completely excused from participating in any form of physical education or outdoor play activities.
(C) The child may participate without restrictions because internal implant components are completely indestructible during collision.
(D) The child must wear a protective blindfold during sports matches to encourage reliance on enhanced auditory feedback mechanisms.

118. Which of the following best describes the "Rochester Method" of communication?
(A) Communicating using non-manual facial expressions exclusively while strictly keeping hands immobile
(B) Utilizing standard Indian Sign Language gestures continuously without producing any vocalized speech
(C) Speaking English while simultaneously fingerspelling every word.
(D) Exchanging handwritten text notes continuously between speakers to conduct classroom instruction

119. A student with hearing impairment displays significant frustration and behavioral outbursts when faced with unexpected changes in the daily routine. What is a proactive visual strategy a special educator can use?
(A) Implementing a visual desk schedule and indicating changes visually.
(B) Verbally explaining the schedule change repeatedly at an increased vocal volume in front of the class
(C) Immediately removing the distressed student from the classroom and placing them in an isolation room
(D) Temporarily confiscating the student's personal hearing aids as an immediate disciplinary consequence

NODIA

120. Read the following assertion (A) and reason (R) and select the correct option:
Assertion (A): Formative assessment is crucial for students with hearing impairment in inclusive classrooms.
Reason (R): It allows the teacher to constantly check for understanding and adjust instruction (like adding visuals) before the student falls behind.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

121. In audiometry, "masking" is a procedure used to:
(A) Deliberately withhold and hide complete audiometric diagnostic test results from parents during consultation
(B) Prevent the non-test ear from hearing sound presented to the test ear.
(C) Cover the patient's eyes using a cloth mask to eliminate all visual lipreading cues during pure-tone testing
(D) Acoustically block ambient environmental background noise originating from the clinic waiting room area

122. Under the Right to Education (RTE) framework, which of the following is specifically emphasized

acoustic sound waves into the external auditory ear canal

138. Consider the following components of the IEP process for a deaf child:
I. Setting measurable annual academic goals
II. Specifying the communication mode (e.g., ISL, spoken language) to be used in instruction
III. Documenting the required assistive technology (e.g., FM system)
Which of the components given above are legally/ethically required elements of a comprehensive IEP?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

139. A "telecoil" (T-coil) in a hearing aid is specifically designed to:
(A) Automatically initiate and place cellular phone calls without requiring manual user input
(B) Continuously monitor and record the child's internal body temperature during daily usage
(C) Solar-recharge the internal hearing aid battery using ambient environmental sunlight
(D) Pick up magnetic signals from telephones and loop systems to reduce noise.

140. During auditory training, the sequence of auditory skill development typically follows which order?
(A) Identification, Comprehension, Awareness, Discrimination
(B) Awareness, Discrimination, Identification, Comprehension
(C) Comprehension, Identification, Discrimination, Awareness
(D) Discrimination, Awareness, Comprehension, Identification

****

Click Here to Buy book on Flipkart

130. Consider the following statements regarding UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) Article 24:
I. It recognizes the right of persons with disabilities to education.
II. It obligates states to facilitate the learning of sign language and the promotion of the linguistic identity of the deaf community.
III. It strictly advocates for separate special schools for all children with disabilities.
Which of the statements given above are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

131. When an audiologist describes a hearing loss as "bilateral, symmetrical, profound sensorineural hearing loss," it means the hearing loss is:
(A) Present strictly in one ear, mild in degree, and fluctuating periodically depending on ambient conditions
(B) Present in both ears, equal in severity, and caused by inner ear damage.
(C) Present in both ears, unequal in severity across ears, and caused primarily by chronic middle ear fluid
(D) Present exclusively within the high frequency spectrum as a direct result of acute acoustic noise exposure

132. Consider the following educational approaches:
I. Auditory-Oral Approach
II. Auditory-Verbal Therapy
III. Bilingual-Bicultural Approach
IV. Total Communication
Which of these approaches places the strongest emphasis on developing the child's identity within the Deaf community?
(A) I and II
(B) III only
(C) III and IV
(D) IV only

133. The Ali Yavar Jung National Institute of Speech and Hearing Disabilities (Divyangjan) (AYJNISHD) is located in which city?
(A) Mumbai
(B) New Delhi
(C) Dehradun
(D) Kolkata

134. A classroom teacher asks a deaf student a question. The student's interpreter begins signing the question. The teacher interrupts and tells the interpreter, "Tell him to answer quickly." What is the etiquette error the teacher made?
(A) The teacher should have written the question down on paper and handed it directly to the deaf student.
(B) The teacher should have required the sign language interpreter to answer the academic question directly.
(C) The teacher should address the student directly, not speak to the interpreter in the third person.
(D) The teacher should have turned around and faced the whiteboard while speaking aloud to the interpreter.

135. You are designing an inclusive resource room in a government school. To support students with hearing impairment, which of the following materials is most essential to procure?
(A) Visual charts, flashcards, and ISL computer videos.
(B) Standard mechanical Braille slates along with tactile stylus writing implements for visually impaired learners
(C) Specialized tactile raised-relief geographical maps and tactile global spheres for spatial instruction
(D) Concrete physical accessibility infrastructure including wheelchair access ramps and bathroom grab bars

136. When a deaf child points to a picture of a dog and the mother signs "DOG", and then the mother points to the real dog and signs "DOG", she is establishing:
(A) Formal syntactic rules of ISL
(B) Diagnostic auditory discrimination skills
(C) Advanced phonemic and phonological awareness
(D) Joint attention and semantic mapping

137. Which of the following is a primary function of the tympanic membrane (eardrum) in the hearing process?
(A) To convert mechanical sound waves directly into neural electrical impulses for brain processing
(B) To vibrate in response to acoustic sound waves and transmit vibrations to the ossicles.
(C) To maintain and equalize atmospheric air pressure between the middle ear cavity and the external environment
(D) To naturally gather and funnel ambient

Downloaded from www.pdf.tube

(C) An autism spectrum assessment
(D) An audiological screening

108. The term "Deafblindness" as defined under the RPwD Act 2016 refers to a condition where a person has:
(A) Combined hearing and visual impairments causing severe developmental needs.
(B) An isolated sensory condition characterized strictly by either profound deafness or total blindness, but never both simultaneously
(C) Moderate to profound deafness combined with severe physical orthopaedic impairment affecting upper limb motor mobility
(D) Total visual blindness co-occurring with severe to profound intellectual disability and cognitive delays

109. In the context of the Samagra Shiksha scheme (Inclusive Education component), support provided to Children with Special Needs (CWSN) having hearing impairment typically includes:
(A) Free distribution of specialized educational textbooks printed in tactile Braille formats
(B) Assessment camps distributing assistive devices like hearing aids.
(C) Free distribution of physical mobility equipment including manual wheelchairs and supportive crutches
(D) Provision of pharmaceutical medication aimed at completely curing sensorineural hearing loss

110. A regular classroom teacher notices that a student with a mild hearing loss frequently misunderstands instructions given at the end of the day. The student appears fatigued. What phenomenon is the student likely experiencing?
(A) Clinical Oppositional Defiant Disorder manifesting as end-of-day non-compliant behavior
(B) Listening fatigue from the cognitive effort of deciphering speech all day.
(C) Behavioral malingering specifically designed to avoid completing assigned daily homework tasks
(D) Medical rapid-onset bilateral profound sensorineural deafness occurring over several hours

111. Which pedagogical method involves breaking down a complex skill (like putting in a hearing aid battery) into smaller, manageable steps for a child to learn?
(A) Task Analysis
(B) Systematic Behavioral Prompting
(C) Differential Behavioral Shaping
(D) Stimulus Fading Procedure

112. Read the following assertion (A) and reason (R) and select the correct option:
Assertion (A): Cued Speech is identical to Indian Sign Language.
Reason (R): Cued Speech uses handshapes near the mouth to supplement speechreading and clarify ambiguous lip movements, whereas ISL is an independent language.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

113. When writing an Individualized Education Programme (IEP) for a student with hearing impairment, the "Present Level of Performance" must include data from:
(A) Exclusively the quantitative findings contained within the diagnostic audiological evaluation report
(B) Detailed medical history records belonging to the child's biological parents and grandparents
(C) The classroom teacher's informal and unwritten personal qualitative opinion regarding performance
(D) Current academic, communication, and social-emotional functioning data.

114. The "Least Restrictive Environment" (LRE) for a profoundly Deaf child whose first language is ISL might paradoxically be a Special School for the Deaf rather than a mainstream school without support. Why is this argued by Deaf advocates?
(A) Because special residential institutions are significantly cheaper for state governments to fund and operate long-term
(B) Because Deaf children inherently lack the intellectual capability to comprehend complex mainstream subjects like Math and Science
(C) Mainstream placement without signing peers/teachers causes severe linguistic restriction.
(D) Because the legal provisions of the RPwD Act 2016 explicitly prohibit deaf children

NODIA

ANSWERS

1. (D) A person having a hearing loss of 70 decibels hearing level in speech frequencies in both ears
The Rights of Persons with Disabilities Act, 2016, provides legal definitions for hearing impairments to ensure appropriate welfare and educational provisions. Under this legislation, a person is statutorily defined as "Deaf" if they have a hearing loss of 70 decibels hearing level in speech frequencies in both ears, indicating severe to profound loss.

2. (B) 60 decibels to 70 decibels hearing level in speech frequencies in both ears
Under the Rights of Persons with Disabilities Act, 2016, auditory impairment is divided into distinct statutory categories based on severity. The term "Hard of Hearing" specifically designates an individual possessing a hearing loss ranging from 60 decibels to 70 decibels hearing level in speech frequencies in both ears, enabling functional auditory access with amplification.

3. (B) Hard of hearing students use residual hearing for spoken language, while Deaf students process information visually.
Educational categorization distinguishes hard of hearing students from deaf students based on primary communication pathways. Students classified as hard of hearing typically possess sufficient residual hearing to process spoken language using auditory amplification, whereas deaf students primarily rely on visual channels, such as sign language and visual cues, for learning and interpersonal communication.

4. (D) Schedule I - Physical Disability
The Rights of Persons with Disabilities Act, 2016, categorizes specified disabilities under a structured statutory framework to guide identification and services. Within this legislation, Hearing Impairment, which encompasses both Deaf and Hard of Hearing conditions, is explicitly placed under Schedule I, which covers physical disabilities alongside visual, locomotor, and speech impairments.

5. (A) He is classified as "Hard of Hearing".
According to the statutory criteria of the RPwD Act, 2016, disability classifications depend on measured hearing thresholds across speech frequencies in both ears. Because a hearing threshold between 60 dB and 70 dB HL in both ears defines the category of Hard of Hearing, a child measuring 65 dB and 68 dB HL receives this legal classification.

6. (C) The child may hear vowels but miss high-frequency consonants, causing spelling errors.
In inclusive educational settings, hard of hearing children often retain functional perception of low-frequency sounds like vowels while missing high-frequency consonant sounds such as /s/, /f/, and /th/. Consequently, these children frequently struggle with phonetic discrimination, leading to expressive speech distortion, auditory fatigue, and specific spelling errors during written language activities.

7. (B) 41 to 60 dB HL
The World Health Organization classifies hearing loss severity based on average pure-tone hearing thresholds in the better ear. Under standard WHO pediatric audiometric guidelines, a moderate hearing loss is defined by a threshold ranging from 41 to 60 dB HL, where conversational speech without amplification becomes difficult to understand in noisy environments.

8. (B) I, III, and IV
Students who are hard of hearing maintain functional residual hearing that allows them to process spoken language, especially when supported by auditory amplification tools like hearing aids. Because partial auditory feedback impairs precise phonemic discrimination, these students often exhibit speech articulation errors. However, sign language is not universally their primary mode of communication.

9. (B) Hearing faint speech or conversation in noisy settings
A mild hearing loss, characterized by an auditory threshold between 26 and 40 dB HL, allows individuals to hear quiet speech in one-on-one, calm environments. However, when background noise is present or speech is faint, fine acoustic details are obscured, making auditory comprehension significantly challenging

Click Here to Buy book on Amazon

during group interactions and noisy classroom situations.

10. (A) Both A and R are true and R is the correct explanation of A
Spontaneous spoken language acquisition depends on continuous acoustic exposure to speech models and self-monitoring through auditory feedback during early developmental years. Children born with profound sensorineural hearing loss cannot perceive environmental speech or self-vocalizations without intervention, which directly prevents spontaneous spoken language development and necessitates early structured communication interventions necessary for cognitive and educational growth.

11. (D) Profound Hearing Loss
Profound hearing loss is defined by an auditory threshold of 91 dB HL or higher, preventing the perception of almost all environmental sounds and speech without high-powered amplification. Environmental sounds like telephone ringing, loud traffic, or dogs barking typically range between 60 and 80 dB HL, rendering them completely inaudible to profoundly deaf individuals.

12. (A) The outer ear or middle ear
Conductive hearing loss results from physical obstructions or structural pathologies in the outer or middle ear that prevent sound waves from efficiently traveling to the inner ear. Because the inner ear and auditory nerve remain intact, sound signals retain clarity once amplified, distinguishing conductive impairments from sensorineural auditory nerve pathology.

13. (B) Otitis Media (middle ear infection)
Otitis media, an inflammation or infection of the middle ear space often accompanied by fluid accumulation, is the leading cause of temporary or fluctuating conductive hearing loss among school-aged children. The fluid inhibits the movement of the tympanic membrane and ossicles, impairing acoustic energy transmission to the inner ear structures.

14. (B) Hair cells in the cochlea or auditory nerve
Sensorineural hearing loss is caused by damage to the delicate sensory hair cells within the cochlea of the inner ear or damage to the auditory nerve pathways. Unlike conductive loss, sensorineural loss is typically permanent and affects both sound volume and clarity, frequently requiring specialized amplification or cochlear implants for rehabilitation.

15. (A) I and II
Mixed hearing loss occurs when conductive and sensorineural components coexist in the same ear, resulting from outer or middle ear pathology combined with inner ear damage. Medical or surgical interventions can frequently clear or resolve the conductive impairment, but the sensorineural damage remains permanent, keeping bone conduction thresholds persistently abnormal overall.

16. (C) Conductive Hearing Loss
In standard pure-tone audiometry, air conduction tests the complete auditory system, while bone conduction bypasses the outer and middle ear to test inner ear integrity directly. When air conduction thresholds indicate a loss but bone conduction thresholds remain normal, an air-bone gap exists, confirming the presence of a conductive hearing loss.

NODIA

17. (D) Connexin 26 (GJB2) gene mutation
Mutations in the GJB2 gene, which encodes the gap junction protein Connexin 26, represent the most common genetic cause of non-syndromic autosomal recessive congenital sensorineural hearing loss worldwide. This genetic defect alters potassium homeostasis within the cochlea, disrupting the normal transduction of acoustic signals without causing additional systemic physical anomalies or syndromes.

18. (C) Peri-natal complication
Peri-natal causes of disability refer to medical events occurring immediately before, during, or shortly after birth. Prematurity, extended neonatal intensive care stays, and severe hyperbilirubinemia requiring exchange transfusion are classic perinatal complications capable of causing neurotoxicity and sensory neural damage, leading to permanent sensorineural hearing loss in affected young infants.

19. (B) Sensorineural hearing loss and vision defects
Maternal Rubella infection during the first trimester of pregnancy poses a high risk of Congenital Rubella Syndrome in the developing fetus. The virus disrupts embryonic organogenesis, commonly causing a triad of congenital sensorineural hearing loss, ocular

abnormalities such as cataracts, and cardiac malformations, highlighting the importance of maternal immunization programs.

20. (D) Bacterial Meningitis
Bacterial meningitis is a severe infection of the central nervous system and a major cause of acquired sensorineural hearing loss in young children. The bacterial inflammation can spread directly from the meninges into the inner ear, destroying delicate cochlear hair cells and frequently inducing labyrinthitis ossificans, which results in permanent bilateral profound deafness.

21. (A) A sensorineural notch at the 4000 Hz frequency
Prolonged or intense exposure to loud acoustic noise causes acoustic trauma and selective damage to outer hair cells in the basal turn of the cochlea. On a pure-tone audiogram, Noise-Induced Hearing Loss is distinctively characterized by a classic sensorineural drop or notch around 4000 Hz, with recovery at higher test frequencies.

22. (A) I and II
Acquired hearing loss occurs post-natally due to environmental factors, illnesses, or ototoxic exposures after birth. Ototoxic medications like aminoglycoside antibiotics and infectious conditions such as Chronic Suppurative Otitis Media represent acquired causes. Conversely, maternal Cytomegalovirus is a congenital infection transmitted intrauterine during pregnancy, causing congenital rather than acquired hearing impairment.

23. (A) Significant delays in vocabulary, syntax, and morphology
Pre-lingual severe-to-profound hearing loss limits access to acoustic language models during critical developmental stages. Without early language intervention, sign language exposure, or amplification technology, a child cannot naturally acquire spoken grammar or vocabulary, resulting in severe developmental delays across lexical acquisition, sentence syntax, morphological markers, and overall linguistic communication skills.

24. (D) Inability to hear one's voice to monitor articulation accurately
Intelligible speech production relies heavily on continuous auditory feedback, which allows individuals to hear their own voice and make precise real-time adjustments to tongue positioning, pitch, and phoneme articulation. Children with severe hearing loss lack this internal auditory monitoring system, making correct speech production and sound regulation significantly more difficult to master.

25. (C) I and III
Cognitive research demonstrates that deaf individuals possess non-verbal intellectual potential comparable to hearing individuals when non-verbal, visually oriented assessment instruments are used. Academic achievement gaps experienced by deaf students stem primarily from restricted early language access and experiential deprivation rather than intrinsic cognitive deficits or neurological cerebral impairment.

26. (C) Abnormal pitch and difficulty controlling voice volume
Auditory perception is essential for regulating vocal cord tension, pitch variation, and vocal intensity. Individuals with profound congenital hearing loss cannot hear their own vocalizations or external environmental sound levels, which frequently results in atypical vocal pitch, monotone intonation, hypernasality, and difficulties controlling vocal loudness during spoken communication interactions.

27. (A) Both A and R are true and R is the correct explanation of A
Early, barrier-free communication is fundamental for linguistic, cognitive, and socio-emotional development. Deaf children of Deaf parents benefit from immediate, natural exposure to accessible sign language from birth. This fluent early communication fosters secure attachment, cognitive concept formation, and healthier emotional self-regulation compared to deaf children raised in non-signing hearing home environments.

28. (A) It leads to gaps in general knowledge and social pragmatics.
Hearing children continuously absorb background information, vocabulary, and social nuances by overhearing ambient family and classroom conversations. Children with severe

Downloaded from www.pdf.tube

to ensure neighborhood school admission for Children with Special Needs (CWSN)?
(A) Mandatory charging of a specialized admission fee for children requiring accommodations
(B) Requiring the child to demonstrate fluent spoken communication skills prior to formal admission
(C) Enforcing a zero rejection policy and providing barrier-free access.
(D) Legally denying admission if the neighborhood school currently lacks a qualified special educator

123. Consider the following roles of a Resource Teacher for hearing impairment under Samagra Shiksha:
I. Providing direct itinerant support to the deaf child in mainstream schools
II. Training general education teachers in basic classroom accommodations
III. Conducting surgical interventions for middle ear infections
Which of the statements given above are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

124. The term "post-lingual deafness" refers to hearing loss that occurs:
(A) After foundational spoken language acquisition.
(B) During the first trimester of the mother's pregnancy due to maternal infections
(C) Prior to the age when a child naturally begins to acquire spoken vocabulary
(D) Exclusively during extreme old age as a result of age-related presbycusis

125. A 12-year-old student who lost their hearing at age 10 due to meningitis (post-lingual deafness) joins a special education program. What is an expected characteristic of this student compared to a student with pre-lingual deafness?
(A) The student will demonstrate significantly inferior spoken language articulation skills compared to pre-lingually deaf peers
(B) Retained normal speech patterns and vocabulary from auditory memory.
(C) The student will automatically possess fluent expressive and receptive mastery of standardized Indian Sign Language
(D) The student will present with severe, generalized cognitive impairment directly resulting from post-lingual hearing loss

126. "Captioning" of educational videos provides text on the screen. What is the difference between open and closed captions?
(A) Open captions can be manually toggled on or off by the viewer, whereas closed captions are permanently burned into the video frame.
(B) Closed captions can be turned on or off, while open captions are burned into the video.
(C) Open captions are translated exclusively into English text, whereas closed captions are displayed strictly in written Hindi script.
(D) Open captions are designed specifically for cinema movies, whereas closed captions are utilized exclusively for digital books.

NODIA

127. If a child with a hearing aid complains of a high-pitched whistling sound coming from their ear, what is this called and what is the likely cause?
(A) Acoustic Feedback; caused by a loose earmold.
(B) Tinnitus; resulting directly from permanent damage to inner ear hair cell structures
(C) Room Reverberation; produced by sound reflections off hard uncarpeted classroom floors
(D) Auditory Masking; triggered when internal hearing aid battery power drops below normal

128. What does "UDID" stand for in the context of disability certification in India?
(A) Universal Design for Inclusive Development
(B) United Department for Impairment Diagnostics
(C) Unique Disability Identity Document
(D) Universal Deafness Identification Database

129. Consider the following statutory bodies/acts:
I. Rehabilitation Council of India Act, 1992
II. Rights of Persons with Disabilities Act, 2016
III. National Trust Act, 1999
IV. Right to Education Act, 2009
Which of the above legislations explicitly mandates the regulation of training programs for special educators and audiologists in India?
(A) I only
(B) I and II
(C) II and III
(D) I, II, and IV

recording pure-tone thresholds on an audiogram. Unmasked air conduction thresholds for the right ear are universally represented using a red circle, whereas unmasked air conduction thresholds for the left ear are designated using a blue cross symbol ('X').

39. (A) Conductive Hearing Loss
An audiometric profile featuring normal bone conduction thresholds alongside elevated air conduction thresholds produces an air-bone gap exceeding 15 dB. This pattern indicates that inner ear sensory function is fully intact, but sound transmission through the outer or middle ear is obstructed, definitively establishing the diagnosis of a conductive hearing loss.

40. (D) The lowest intensity at which a person correctly identifies 50% of spondee words
Speech Reception Threshold is a fundamental metric in speech audiometry that cross-validates pure-tone threshold averages. It measures the lowest intensity level, expressed in decibels, at which a listener can correctly repeat 50% of presented two-syllable phonetically balanced words with equal stress on both syllables, known as spondee test words.

41. (B) Voiceless fricatives and sibilants like /s/, /f/, /th/
High-frequency sensorineural hearing loss spares low-frequency acoustic energy where vowel sounds predominate, but severely impairs perception above 2000 Hz. Consequently, children with sloping audiograms miss low-intensity, high-frequency voiceless fricatives and sibilants, such as /s/, /f/, /sh/, and /th/, which severely degrades speech understanding without visual speechreading accommodation access.

42. (C) Facilitate communication between the deaf student, teacher, and peers
An educational sign language interpreter in an inclusive classroom functions as a neutral communication bridge rather than a teacher or instructor. The interpreter accurately translates spoken classroom interactions into sign language for the deaf student and interprets the student's signs into spoken language for teachers and peers, facilitating total educational access.

43. (A) Both A and R are true and R is the correct explanation of A
Deaf students in mainstream settings require continuous visual access to the sign language interpreter to understand oral lectures and discussions. Because a student cannot split visual attention between watching the interpreter and writing in a notebook, assigning a peer note-taker provides equal access to instructional content without interrupting visual learning processes.

44. (A) Communication Access Real-time Translation
Communication Access Real-time Translation (CART) is an assistive service that provides immediate, word-for-word speech-to-text transcription for deaf and hard of hearing individuals. A trained captioner uses a stenotype machine or specialized software to transcribe spoken classroom lectures into written text displayed instantly on screens or personal monitors for complete access.

45. (B) I, II, and IV
Universal Design for Learning provides multiple flexible means of representation, engagement, and expression to support diverse learners. Providing closed captions on videos, utilizing visual graphic organizers during instruction, and sharing written lecture outlines in advance support visual learning. Eliminating collaborative group work contradicts inclusive values by restricting social peer participation.

46. (B) Auditory pathways require stimulation within the first 3-4 years of life for optimal language development.
Neuroplasticity highlights that the central auditory cortex undergoes critical sensitive periods during early childhood, specifically within the first 3 to 4 years of life. Auditory deprivation during this developmental window leads to cortical reorganization; early auditory stimulation through amplification or implants ensures optimal neural pathway development for spoken language acquisition.

47. (A) Partnering with families to support child development in natural environments
Early intervention for infants and toddlers with hearing impairment prioritizes family-centered care through the Individualized Family Service Plan framework. Rather than isolating the child or focusing exclusively on formal academics,

Click Here to Buy book on Flipkart

mandate explicitly includes providing qualified sign language interpreters, note-taking assistance, and accessible assistive communication support services.

105. (A) I, II, and III
The National Education Policy 2020 emphasizes early screening and intervention for children with disabilities, national standardization of Indian Sign Language, and home-based education options for severe or profound conditions. NEP 2020 does not call for abolishing special schools, preserving specialized institutions alongside inclusive mainstream educational pathways daily.

106. (C) Because they represent speech across low, middle, and high frequencies.
The Ling Six Sound Test utilizes six target speech sounds—/m/, /u/, /i/, /a/, /sh/, and /s/—because their fundamental frequencies span the complete speech spectrum from 250 Hz to 4000 Hz. Performing this quick check ensures that a child's hearing technology provides adequate detection across all frequency ranges essential for speech perception.

107. (D) An audiological screening
Behavioral indicators such as frequently asking for repetitions, failing to respond to verbal prompts from behind, turning the head to orient an ear toward speakers, and setting media volumes excessively loud are red flags for undetected auditory impairment, warranting an immediate referral for comprehensive audiological screening and diagnostic testing.

108. (A) Combined hearing and visual impairments causing severe developmental needs.
Under the RPwD Act 2016, Deafblindness is legally defined as a distinct sensory disability involving concomitant hearing and visual impairments. This dual sensory deprivation creates unique communication, educational, mobility, and developmental challenges that cannot be accommodated by special education services designed solely for visual or hearing impairment conditions alone.

109. (B) Assessment camps distributing assistive devices like hearing aids.
Under the Inclusive Education component of the Samagra Shiksha scheme, support provided to CWSN with hearing loss focuses on screening, early identification, barrier-free classroom access, resource teacher support, and organizing assessment camps to distribute free assistive technology devices, including quality digital hearing aids and educational materials for students.

110. (B) Listening fatigue from the cognitive effort of deciphering speech all day.
Listening fatigue is a recognized phenomenon among students with hearing loss resulting from the continuous high cognitive effort required to process, decode, and lip-read degraded acoustic signals throughout the school day. By afternoon, mental exhaustion impairs auditory processing, attention, and instruction comprehension, leading to fatigue and perceived behavioral inattention.

111. (A) Task Analysis
Task Analysis is an instructional strategy in special education that breaks down a complex motor or cognitive skill into a sequential series of smaller, manageable steps. By systematically teaching and reinforcing each sub-step sequentially, educators help students master practical self-help skills, such as inserting or maintaining hearing aid equipment independently.

112. (D) A is false but R is true
Cued Speech is not identical to Indian Sign Language. Cued Speech is a visual communication system that uses eight handshapes in four locations near the face to supplement speechreading and differentiate phonemes that look identical on the lips, whereas ISL is an independent, autonomous natural language with its own grammar structure.

113. (D) Current academic, communication, and social-emotional functioning data.
The Present Level of Academic Achievement and Functional Performance section of an Individualized Education Programme provides a baseline assessment of the student. For a student with hearing loss, PLAAFP must incorporate comprehensive, current data regarding academic performance, functional communication channels, assistive listening usage, and social-emotional development across school settings.

NODIA

STUDYING FROM PDFs?

THINK AGAIN.

If you are studying only from PDFs,
you are wasting valuable time.

Research shows that learning from

PRINTED BOOKS has up to

4× HIGHER RETENTION

than studying from screens.

PRINT BOOK = BETTER MEMORY

PDF = LOWER RETENTION

Those who study from **PRINTED BOOKS**
move **AHEAD.**

Others are left **BEHIND**
in competition.

In competitive exams,
being average is not enough.

STAY ONE STEP AHEAD.

57. (B) They provide essential grammatical information like questions and negation.
In natural sign languages including Indian Sign Language, Non-Manual Markers such as eyebrow positions, head tilts, mouth movements, and body shifts are essential grammatical tools. Rather than serving purely emotional functions, NMMs explicitly mark sentence types, including interrogative questions, conditionals, negation, and topicalization within signed discourse structures.

58. (C) Use fingerspelling (the manual alphabet) to spell out the names.
In sign languages, fingerspelling using the manual alphabet is the standard linguistic mechanism for expressing proper nouns, technical terminology, or specific proper terms that lack an established, standardized sign. When teaching specialized concepts like planet names, educators use fingerspelling to convey exact orthographic labels effectively in classroom settings.

59. (A) I and II
Indian Sign Language utilizes a Subject-Object-Verb syntactic structure, distinct from the Subject-Verb-Object pattern of English. Historically, ISL shares structural ties and historical influences with British Sign Language. As a mature natural language, ISL possesses complete linguistic capacity to express complex abstract ideas, technical concepts, and subtle human emotions easily.

60. (A) Both A and R are true and R is the correct explanation of A
Total Communication is an educational philosophy rather than a single rigid method. It advocates using any communication mode, including spoken language, sign systems, residual hearing, written text, and visual gestures, tailored to meet a child's individual developmental needs and promote total academic, linguistic, and social inclusion.

61. (B) Signing and speaking simultaneously following spoken word order
Simultaneous Communication, commonly practiced within Total Communication frameworks, involves speaking aloud while signing every word simultaneously. Because it forces sign production to follow spoken language word order rather than natural sign language grammar, SimCom utilizes manually coded sign systems rather than autonomous natural sign languages like ISL in classrooms.

62. (B) Sign language should be the first language (L1), and majority written language should be taught as a second language (L2).
The Bilingual-Bicultural approach posits that deaf children should acquire natural sign language as their primary first language to establish cognitive and linguistic foundations. Subsequently, the written form of the majority language is taught as a second language, while fostering pride in Deaf cultural identity alongside participation in broader hearing society.

63. (A) I and II
The Bilingual-Bicultural framework emphasizes cultural pride, language acquisition, and identity development. Key principles include integrating Deaf history and culture into the school curriculum and utilizing fluent Deaf adults as language models, mentors, and educators. Forcing vocal speech contradicts Bi-Bi principles, which respect sign language as the primary natural communication medium.

NODIA

64. (C) It ensures missed auditory information remains accessible via visual media.
Deaf and hard of hearing students often miss auditory information during oral classroom lectures due to background noise, distance, or hearing deficits. Incorporating visual redundancy, such as written outlines, subtitles, visual graphics, and spatial diagrams, ensures that critical educational content remains fully accessible through visual input, preventing academic learning gaps over time.

65. (D) The teacher prevents speechreading and visual observation by turning away.
Students with hearing loss rely heavily on visual cues, lip movements, and facial expressions to supplement speech perception. When an educator speaks while turning toward the chalkboard, facial visibility is lost, sound projects away from the student, and auditory clarity is severely degraded, preventing effective speechreading and instructional access for the learner.

66. (C) 60-70%
Speechreading is an imprecise communication strategy because approximately 60% to 70% of spoken English and Hindi phonemes are not visibly distinct on the lips. Many sounds are

85. (A) Teach peers to gently tap the student's shoulder for attention.
Unintentional peer conflicts involving hard of hearing children often stem from missed auditory warnings rather than behavioral non-compliance. Educating hearing peers to use appropriate visual and tactile strategies, such as moving into the child's field of vision or gently tapping their shoulder before speaking, prevents misunderstandings and fosters positive peer relationships within the school environment.

86. (C) By reducing language load and accepting non-written response formats.
Evaluating academic content knowledge in subjects like Science or Social Studies requires separating subject mastery from language proficiency. Teachers achieve fair assessments by reducing unnecessary syntactic complexity, providing visual diagrams, allowing demonstrations, and accepting non-written response formats, such as visual presentations or signed responses with an interpreter present.

87. (A) Provision of extra time during examinations
Under the RPwD Act 2016 and educational board guidelines like CBSE, standard testing accommodations are mandated for certified students with hearing impairment. Providing extra time compensates for the additional time required to process text visually, read questions with interpreters, and formulate written responses without altering core content academic standards.

88. (D) Yes, it is a recognized accommodation for accessing the questions.
Indian educational examination boards recognize sign language interpretation as a valid accommodation for Deaf candidate students. Allowing an interpreter to translate written exam questions into Indian Sign Language provides equitable access to test content, ensuring that a student's subject-matter knowledge is evaluated rather than reading comprehension language barriers.

89. (B) Electrode Array
A standard Behind-The-Ear hearing aid consists of external acoustic components, including a microphone to collect sound, an electronic amplifier to process sound, and a receiver speaker to output sound into the ear canal. An electrode array is an internal component surgical insert exclusive to cochlear implants, not hearing aids.

90. (A) Both A and R are true and R is the correct explanation of A
Behind-The-Ear hearing aids are preferred for children because their physical ear canals grow rapidly. With BTE models, as the child's outer ear grows, only the custom silicone earmold needs frequent and inexpensive replacement, leaving the main electronic BTE casing intact and avoiding the high cost of custom in-the-ear acoustic devices.

91. (D) I, II, and III
Special educators working with hard of hearing students must perform daily equipment checks to maintain device functioning. Essential maintenance includes testing battery voltage with a battery tester, clearing wax obstructions from earmold tubing, and performing the Ling Six Sound Test to confirm functional auditory access across speech frequencies daily.

92. (A) Conductive loss caused by middle ear structural anomalies.
A Bone Anchored Hearing Aid bypasses outer and middle ear structures by transmitting acoustic vibrations directly through cranial bone to the functioning inner ear cochlea. BAHA devices are clinically indicated for individuals with permanent conductive hearing losses, microtia, or middle ear malformations where conventional hearing aids cannot be fitted or worn.

93. (B) A hearing aid amplifies acoustic sound, whereas a cochlear implant directly stimulates the auditory nerve electrically.
Hearing aids are acoustic devices that amplify environmental sounds to stimulate damaged inner ear hair cells. In contrast, cochlear implants are surgically implanted bioelectronic devices that convert acoustic energy into electrical signals, directly stimulating spiral ganglion cells of the auditory nerve to bypass damaged cochlear structures entirely.

94. (B) External speech processor
A cochlear implant system consists of internal and external hardware. The external component, worn BTE or off-ear, is the speech processor. It captures environmental sounds using a microphone, digitizes acoustic data into coded electrical signals, and transmits them wirelessly

Downloaded from www.pdf.tube

76. (A) Explicitly teach the visual rule for past-tense verb markers.
Deaf students often omit or confuse past-tense markers because morphological endings like "-ed" are unstressed and difficult to perceive auditorily or on the lips. Educators provide supportive feedback by explicitly teaching written visual rules, contrastive grammar structures, and root word transformations within meaningful contexts during writing skills instruction sessions.

77. (B) Linguistic complexity and conditional phrasing obscure the needed math operation.
Mathematics word problems present challenges for deaf and hard of hearing students primarily due to complex linguistic phrasing, passive voice, conditional structures, and specialized vocabulary. When language barriers mask the underlying mathematical relationships, students struggle to extract key information and determine the correct numerical operations required for successful solution.

78. (B) Utilizing hands-on experiments, visual models, and graphic organizers
Science concepts often involve abstract phenomena and specialized technical vocabulary. Adapting science instruction for students with hearing impairment relies on hands-on laboratory experiments, visual 3D models, graphic organizers, and tactile demonstrations that make abstract concepts concrete without relying strictly on complex verbal lectures during daily classroom science teaching sessions.

79. (A) Developing pragmatic language skills for peer interaction.
In inclusive school environments, Speech-Language Pathologists focus on functional educational communication goals. Developing pragmatic language skills, such as turn-taking, initiating conversations, asking for clarification, and interpreting social cues, helps deaf and hard of hearing students interact successfully with peers and participate fully in regular classroom learning activities.

80. (D) I, II, and III
Speech-Language Pathologists serving students who are deaf or hard of hearing fulfill comprehensive therapeutic roles. These responsibilities include delivering auditory training to maximize device usage, providing therapy to improve voice quality and speech articulation, and collaborating with classroom teachers to incorporate curriculum vocabulary into functional communication goals effectively.

81. (D) Rhythm, stress, and intonation patterns of speech
In speech-language therapy, prosody refers to the suprasegmental features of spoken language, encompassing speech rhythm, syllable stress, vocal pitch variation, and intonation contours. Teaching prosody helps hard of hearing individuals produce more natural-sounding speech, improving overall conversational intelligibility and expressive emotional tone during routine daily oral interactions.

82. (C) Teaching basic conversational sign language (ISL) to the hearing classmates
Promoting authentic social inclusion requires building reciprocal communication pathways within the classroom. Teaching basic conversational Indian Sign Language signs and visual communication strategies to hearing classmates demystifies deaf culture, breaks down social communication barriers, and enables natural peer interaction during group learning and recreational playtime activities at school.

NODIA

83. (B) How to appropriately interrupt conversations and take turns visually
Social pragmatics involves mastering implicit rules of interpersonal communication. Because deaf children may miss auditory conversational cues, explicit instruction in pragmatics focuses on visual strategies, such as tapping a shoulder or waving to gain attention, waiting for eye contact before signing, and visual turn-taking in daily social peer conversations.

84. (D) Physical classroom presence alongside academic and social isolation.
The "illusion of inclusion" describes a scenario where a student with hearing impairment is physically placed in a regular classroom but remains functionally isolated. Without sign language interpreters, accessible peer interaction, or adapted instruction, the student is denied meaningful academic access and social belonging, resulting in physical integration without true inclusion.

with disabilities within inclusive mainstream schools. Duties include providing direct language or academic support to deaf students and training general education teachers in effective classroom adaptations. Performing surgical procedures is outside their professional educational practice scope.

124. (A) After foundational spoken language acquisition.
Post-lingual deafness refers to hearing loss that occurs after a child has naturally acquired foundational spoken language, typically around 3 to 5 years of age. Individuals with post-lingual hearing loss retain auditory memory, speech patterns, and internal linguistic structures, which significantly aids subsequent speechreading, rehabilitation, and literacy skill development.

125. (B) Retained normal speech patterns and vocabulary from auditory memory.
Children with post-lingual deafness maintain established auditory memory, clear spoken language articulation, and developed vocabulary acquired before hearing loss occurred. Compared to pre-lingually deaf peers, post-lingually deaf students demonstrate stronger spoken language foundations, facilitating easier access to reading comprehension and written language instruction in inclusive classroom settings.

126. (B) Closed captions can be turned on or off, while open captions are burned into the video.
Closed captions are embedded as a separate text track within media, allowing viewers to manually turn them on or off according to preference. Open captions are permanently burned into the video recording itself, meaning they are continuously visible to all viewers and cannot be hidden or disabled manually.

127. (A) Acoustic Feedback; caused by a loose earmold.
High-pitched whistling from a hearing aid is called acoustic feedback. It occurs when amplified sound escapes from the ear canal around a loose or improperly inserted earmold and leaks back into the hearing aid microphone, creating a continuous feedback loop that requires refitting or mold replacement by an audiologist.

128. (C) Unique Disability Identity Document
The Unique Disability Identity Document, implemented under the Ministry of Social Justice and Empowerment, creates a national database for persons with disabilities. The UDID card provides a single, universally recognized identity document that streamlines disability verification, enabling individuals to access government welfare schemes, educational concessions, and medical benefits efficiently.

129. (A) I only
The Rehabilitation Council of India Act, 1992, established the RCI as a statutory body responsible for regulating and standardizing training policies and programs for rehabilitation professionals in India. RCI specifically accredits professional qualifications, maintains the Central Rehabilitation Register, and regulates training for special educators, audiologists, and speech therapists nationwide.

130. (A) I and II
Article 24 of the UNCRPD affirms the right of persons with disabilities to education without discrimination. It mandates signatories to facilitate the learning of sign language, promote the linguistic identity of the deaf community, and ensure inclusive education systems at all levels, explicitly rejecting mandatory segregation into isolated special residential schools.

131. (B) Present in both ears, equal in severity, and caused by inner ear damage.
In audiological terminology, "bilateral" indicates that hearing loss is present in both ears, while "symmetrical" signifies that the degree and configuration of hearing loss are virtually identical in both ears. "Profound sensorineural" confirms an elevated auditory threshold exceeding 90 dB HL caused by inner ear cochlear or neural pathology structures.

132. (B) III only
The Bilingual-Bicultural approach uniquely frames deafness through a socio-cultural lens rather than a medical impairment model. It places the strongest explicit emphasis on fostering Deaf cultural identity, promoting sign language as a primary language, encouraging pride in Deaf heritage, and connecting students with Deaf community role models actively.

133. (A) Mumbai
The Ali Yavar Jung National Institute of Speech and Hearing Disabilities (Divyangjan) is an apex national institute located in Mumbai,

Click Here to Buy book on Amazon

via a transmitting coil through the skin to the internal receiver-stimulator unit.

95. (A) Ongoing auditory rehabilitation is required to interpret electrical signals.
Activation of a cochlear implant does not immediately yield normal hearing comprehension. Electrical auditory signals differ from natural acoustic hearing, requiring the recipient's brain to undergo structured auditory rehabilitation to learn to interpret electrical stimulation patterns, identify acoustic speech sounds, and gradually make sense of environmental sound input effectively.

96. (B) I, II, and IV
Mapping is the process of programming a cochlear implant's speech processor, performed by an audiologist to set minimum threshold and maximum comfortable electrical stimulation levels across electrode channels. Mapping is dynamic and requires periodic adjustments as a child develops; behavioral changes to sound often signal a need for re-mapping adjustments.

97. (D) To deliver the teacher's voice directly to the student, overcoming noise and distance.
An FM system is an assistive listening technology designed for educational settings to overcome distance, background noise, and reverberation. The system broadcasts the teacher's voice via radio waves directly to a receiver attached to the student's hearing aid or cochlear implant, maintaining a consistent high-quality Signal-to-Noise Ratio throughout daily instruction.

98. (C) The teacher wears the transmitter; the student wears the connected receiver.
In a personal FM system setup, the speaker or classroom teacher wears a lapel microphone connected to a wireless FM transmitter. The student wears an FM receiver unit coupled to their hearing aids or cochlear implants, allowing the teacher's acoustic voice to bypass ambient classroom noise and reach the student clearly.

99. (B) It amplifies the teacher's voice through loudspeakers for all students.
Sound Field Systems differ from personal FM devices by amplifying the teacher's voice through strategically placed wall or ceiling speakers across the entire classroom. While personal FM systems route sound to an individual student, Sound Field Systems improve the Signal-to-Noise Ratio for all students in the classroom learning environment equally.

100. (D) I, II, and III
Best practices when using personal FM transmitters include positioning the microphone 6 inches from the mouth for optimal audio signal capture. Teachers must mute or switch off the transmitter during private conversations to preserve student privacy, and pass the microphone to peers during discussions so the FM receiver captures all class dialogue.

101. (A) Indian Sign Language Research and Training Centre (ISLRTC)
Established in 2015 in New Delhi as an autonomous body under the Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment, ISLRTC develops standardized ISL dictionaries, conducts research, trains professional interpreters, and promotes Indian Sign Language across educational and public sectors nationwide in India.

102. (C) Standardizing ISL nationally and developing curriculum materials using it.
The National Education Policy 2020 explicitly recognizes sign language as a valid medium of communication and learning. NEP 2020 mandates the national standardization of Indian Sign Language and the development of state and national curriculum materials in ISL for students with hearing impairment, ensuring inclusive educational opportunities nationwide.

103. (A) Standardizing technical and academic vocabulary to unify deaf education.
The development of comprehensive ISL dictionaries by ISLRTC plays a vital role in standardizing sign terminology across diverse academic domains. By standardizing technical, scientific, and educational vocabulary in Indian Sign Language, these resources unify deaf education nationwide and ensure consistent quality during sign language instruction and classroom interpretation services.

NODIA

104. (D) Provision of sign language interpreters or support services.
Section 16 of the Rights of Persons with Disabilities Act, 2016, mandates that educational institutions provide reasonable accommodations to ensure equal educational access. For deaf students in higher education, this statutory

produced inside the oral cavity or larynx, while others share identical visual lip patterns, making speechreading alone insufficient for full auditory comprehension.

67. (B) The teacher stands against a bright window, casting their face in shadow.
Effective speechreading requires clear visual lighting on the speaker's face. When a teacher stands directly in front of a bright window, backlighting creates severe glare and casts the teacher's face in shadow. This environmental barrier prevents hard of hearing students from visually tracking lip movements and facial expressions clearly.

68. (A) I and II
Homophenes are words that look visually identical on the lips when spoken, despite containing different acoustic phonemes. Word pairs like "pat" and "bat" or "time" and "dime" share identical bilabial or alveolar mouth movements, making them indistinguishable through lip-reading alone without contextual clues or supplemental auditory speech information.

69. (A) The time required for a sound to decay in an enclosed space.
Reverberation time refers to the duration required for reflected sound waves to decay by 60 decibels within an enclosed room after the sound source stops. Prolonged reverberation creates acoustic reflections that blur speech signals, creating significant listening distortion for hearing aid users in regular educational classroom environments.

70. (A) I and II
Improving the Signal-to-Noise Ratio in a classroom requires dampening ambient background noise and reverberation. Hanging thick window curtains and fitting chair legs with rubber tips absorb sound reflections and eliminate scraping noises. Removing carpets increases reverberation, which severely degrades speech clarity for hard of hearing classroom students.

71. (A) U-shape or semi-circle arrangement
A U-shape or semi-circular seating arrangement is ideal for students with hearing impairment during classroom discussions. This layout provides an unobstructed sightline to all classmates and the teacher, allowing the student to easily use speechreading, observe visual cues, and track sign language interpretation during inclusive peer group interactions.

72. (A) Both A and R are true and R is the correct explanation of A
Standard hearing aids amplify all incoming acoustic signals across frequencies without distinguishing between the primary speaker and background sound. High ambient noise levels in classrooms are amplified alongside the teacher's voice, degrading the signal-to-noise ratio and masking critical speech sounds needed for auditory comprehension during routine daily instructional activities.

73. (B) Simplifying complex sentence structures while preserving the core meaning.
Adapting syntax for students with pre-lingual severe hearing loss involves modifying complex, multi-clause, or passive sentences into clearer, direct grammatical structures. This reduction of syntactical complexity allows students to focus on understanding core conceptual content without getting bogged down by intricate linguistic rules they may not have fully mastered yet.

74. (C) Pre-teaching key vocabulary visually before reading the main text passage.
Pre-teaching target vocabulary using visual illustrations, graphic organizers, and contextual examples before reading a text is an effective reading strategy for deaf and hard of hearing students. Building prior knowledge and semantic understanding reduces cognitive load, enhancing overall passage comprehension and reading fluency during instructional literacy lessons in class.

75. (B) I, II, and IV
Pre-lingual severe hearing loss impacts writing mechanics by limiting exposure to spoken grammatical forms. Common writing characteristics include omitting unstressed function words, struggling with tense suffixes, and overusing simple Subject-Verb-Object structures. Reversing letters is associated with visual-spatial dyslexia rather than language loss from hearing impairment in young language learners.

Downloaded from www.pdf.tube

114. (C) Mainstream placement without signing peers/teachers causes severe linguistic restriction. Advocates argue that for a profoundly Deaf student whose native language is ISL, placement in a mainstream classroom lacking signing peers or qualified interpreters constitutes a restrictive environment. In contrast, a special school provides a sign-fluent environment, direct communication access, shared culture, and peer socialization, fulfilling Least Restrictive Environment goals effectively.

115. (A) I and II
Transition planning for older deaf students aims to support independent living and employment. Effective strategies include job shadowing with adult Deaf role models, developing workplace self-advocacy skills, learning to request communication accommodations, and exploring career pathways. Restricting career options exclusively to telephone tasks is inappropriate and discriminatory across workplace settings.

116. (D) District level
Under the Rashtriya Bal Swasthya Karyakram, District Early Intervention Centres are established at the district hospital level across India. DEICs serve as referral hubs, providing multidisciplinary diagnostic evaluations, early intervention services, audiological management, speech therapy, and rehabilitation support for young children identified with birth defects, diseases, or early developmental delays nationwide.

117. (A) Remove the external processor and protect the implant site from head blows.
During contact sports, safety precautions are necessary for children with cochlear implants to prevent hardware damage or head injury. The external speech processor and transmitting coil should be removed before contact play, and the surgical scalp site must be protected from direct impacts to safeguard internal implanted electronic components.

118. (C) Speaking English while simultaneously fingerspelling every word.
The Rochester Method, also known as Visible English, is a manual communication approach that combines oral speech with simultaneous fingerspelling of every spoken word. By fingerspelling each word letter-for-letter alongside speech, this method aims to provide complete visual orthographic representations of English grammar, though it is visually demanding to follow.

119. (A) Implementing a visual desk schedule and indicating changes visually.
Students with hearing impairment rely heavily on visual predictability to navigate daily routines. Unexpected changes in schedule can cause anxiety and frustration when oral announcements are missed. Educators proactively mitigate distress by implementing visual desk schedules, color-coding activity transitions, and explicitly presenting schedule modifications visually in advance daily.

120. (A) Both A and R are true and R is the correct explanation of A
Formative assessment provides continuous feedback during instruction, enabling special educators to monitor learning in real time for students with hearing impairment. Ongoing checks allow teachers to identify comprehension gaps, adapt instructional strategies, incorporate visual supplements, and provide immediate clarifications before minor misunderstandings accumulate into significant academic learning gaps.

121. (B) Prevent the non-test ear from hearing sound presented to the test ear.
In pure-tone audiometry, masking involves delivering narrow-band noise to the non-test ear while presenting test tones to the evaluated ear. This procedure prevents cross-hearing, where acoustic signals cross the skull to stimulate the non-test ear, ensuring accurate, ear-specific hearing thresholds during bone or air conduction testing in clinics.

122. (C) Enforcing a zero rejection policy and providing barrier-free access.
Under the Right to Education framework, neighborhood schools are legally required to adhere to a strict zero rejection policy, ensuring admission to all Children with Special Needs. Schools must eliminate physical, infrastructural, and pedagogical barriers, providing necessary reasonable accommodations and support services to guarantee equal educational classroom access.

NODIA

123. (A) I and II
Resource Teachers under Samagra Shiksha provide specialized itinerant support to children

the plan empowers parents and primary caregivers within natural home and community environments to foster language, communication, and cognitive child growth.

48. (A) I and II
Best practices in early intervention for young children with hearing loss rely on multidisciplinary assessments by audiologists, speech pathologists, and special educators, combined with comprehensive family counseling and support. Segregating children from hearing peers is clinically counterproductive, as inclusive socialization promotes natural language development and healthy peer communication interaction.

49. (D) Language Expansion and Recasting
Language expansion and recasting are evidence-based language facilitation techniques where an adult responds to a child's incomplete or basic utterance by expanding it into a grammatically complete, semantically rich sentence. By acknowledging the child's attempt and immediately modeling correct syntax without punitive correction, language development is effectively nurtured in natural settings.

50. (C) Teaching language based on natural mother-infant conversational interactions
Developed by Anthony van Uden, the Maternal Reflective Method is a maternal-based conversational strategy used in deaf education. It mirrors how mothers naturally introduce spoken language to hearing infants through interactive dialogues, reflecting and expanding upon the child's vocalizations, actions, and experiences to build linguistic competence organically over time.

51. (B) Using semantic mapping to illustrate connections between words
Explicit vocabulary instruction for students who are deaf or hard of hearing is enhanced by visual, contextualized teaching methods. Semantic mapping visually organizes concepts, categories, and relationships between target words and known concepts, helping students compensate for missed incidental auditory learning and build stronger semantic connections in long-term memory.

52. (A) Both A and R are true and R is the correct explanation of A
Hearing children acquire vast vocabulary effortlessly by overhearing surrounding conversations across diverse contexts. Students with hearing impairment lack access to incidental acoustic exposure and must rely on explicit visual instruction, requiring significantly more repeated, varied exposures to new target words across multiple contexts to establish firm semantic word mastery.

53. (B) I and III
The Oral/Aural communication educational approach aims to develop spoken language and integration into the hearing world. It maximizes the use of residual hearing through high-quality auditory amplification technology and provides direct instruction in speechreading, visual tracking, and articulation training, while actively excluding sign language instruction systems.

54. (C) Utilize hearing technology to develop spoken language through listening
Auditory-Verbal Therapy is an early intervention approach designed for children who are deaf or hard of hearing who use hearing technology such as hearing aids or cochlear implants. AVT focuses exclusively on developing spoken language through listening, guiding parents to create optimal acoustic learning environments without relying on visual speechreading cues.

55. (A) Active discouragement of speechreading to force reliance on audition
A defining feature of Auditory-Verbal Therapy that separates it from standard Auditory-Oral approaches is the strict, deliberate discouragement of lip-reading and visual cues. By covering the clinician's mouth or using acoustic screens, AVT forces the child's brain to rely strictly on auditory signals to process speech and develop natural listening pathways.

56. (D) A natural language with its own distinct syntax and grammar
Indian Sign Language is scientifically recognized as a full, complex natural language possessing its own distinct phonology, morphology, syntax, and spatial grammar. ISL is not a manual translation of spoken languages like Hindi or English, nor is it mime; it utilizes structured handshapes, facial expressions, and spatial locations for expression.

Click Here to Buy book on Flipkart

Maharashtra. Established under the Ministry of Social Justice and Empowerment, AYJNISHD focuses on manpower development, clinical services, research, and rehabilitation in hearing impairment and communication disorders across India.

134. (C) The teacher should address the student directly, not speak to the interpreter in the third person.
Standard etiquette when communicating through a sign language interpreter mandates that the speaker maintain direct eye contact and address the deaf individual directly in the first person. Phrases like "tell him" rely on third-person directives, which undermine direct interpersonal connection and disrespect the student's communicative autonomy in class.

135. (A) Visual charts, flashcards, and ISL computer videos.
Designing an inclusive resource room for students with hearing impairment requires procuring rich visual learning media. Key instructional resources include visual charts, flashcards, graphic organizers, captioned educational software, and digitized ISL video materials, which provide direct visual access to academic concepts and support vocabulary development in class.

136. (D) Joint attention and semantic mapping
When a mother points to an object while simultaneously modeling its corresponding sign, she establishes joint attention and facilitates semantic mapping. Joint attention creates a shared focal point between parent and child, while semantic mapping links the visual object directly to its sign symbol, reinforcing early child language competence.

137. (B) To vibrate in response to acoustic sound waves and transmit vibrations to the ossicles.
The tympanic membrane, or eardrum, marks the anatomical boundary between the outer ear canal and the middle ear cavity. Its primary physiological function is to vibrate in response to incoming airborne acoustic sound waves, converting acoustic energy into mechanical vibrations that are transmitted to the malleus, incus, and stapes ossicles.

138. (D) I, II, and III
A comprehensive Individualized Education Programme for a deaf child requires specifying measurable annual goals, detailing primary communication modalities, and documenting needed assistive technology. These required components ensure that the child's academic, linguistic, and technological needs are systematically addressed within inclusive educational placements according to statutory educational standards.

139. (D) Pick up magnetic signals from telephones and loop systems to reduce noise.
A telecoil is a small induction copper coil built into hearing aids and cochlear implant processors. It detects electromagnetic signals generated by compatible telephones and induction loop systems, converting electromagnetic energy directly into audio signals while bypassing the microphone, thereby eliminating background noise in public venues and classrooms.

140. (B) Awareness, Discrimination, Identification, Comprehension
Auditory skill development follows Erber's continuous four-level developmental hierarchy. The sequence begins with Auditory Awareness, progressing to Auditory Discrimination, followed by Auditory Identification, and concluding with Auditory Comprehension. Systematic auditory training guides deaf children through this hierarchy to build meaningful listening skills using modern amplification technology effectively.

****

Downloaded from www.pdf.tube

(D) W-sitting posture rule with internal rotation of hips and knees

67. Consider the following outcomes of poor classroom seating and positioning for a child with Cerebral Palsy:
I. Increased spasticity and abnormal reflex patterns
II. Difficulty in breathing and swallowing
III. Enhanced fine motor control and handwriting
Which of the statements given above is/are CORRECT?
(A) I and II
(B) II and III
(C) I and III
(D) I only

68. In seating adaptations for children with CP, what is the purpose of a "pommel" or abductor wedge placed between the child's knees?
(A) To provide structured lower back support while sitting
(B) To act as an attached flat surface tray for writing tasks
(C) To hold the child's head upright in an aligned position
(D) To prevent sliding forward and reduce leg scissoring

69. For a student with poor head and trunk control who tends to fall forward, which type of specialized seating equipment is most appropriate?
(A) A backless stool
(B) A tilt-in-space wheelchair
(C) A standard wooden classroom bench
(D) A beanbag chair

70. A student with mild spastic hemiplegia struggles to grip a standard thin pencil, leading to hand fatigue and illegible handwriting. What is the most appropriate, simple adaptation?
(A) Providing a customized keyboard
(B) Exempting the student from all written work
(C) Using a rubber pencil grip or a thickened pencil
(D) Binding the student's hand to the pencil with tape

71. Manish has severe athetoid Cerebral Palsy. He has excellent verbal communication and high cognitive ability, but his involuntary arm movements make it impossible for him to hold a pen or use a standard keyboard. During an essay-writing task, what is the BEST accommodation?
(A) Force him to practice writing until his handwriting improves
(B) Grade him solely on his effort in holding the pen
(C) Give him an oral exam on a completely different, easier topic
(D) Provide a speech-to-text software or a human scribe

72. Which of the following is NOT typically used to adapt a writing task for a student with poor fine motor control?
(A) Using a smaller, thinner pencil
(B) Slant board to angle the paper
(C) Weighted pen to reduce tremors
(D) Graph paper to help with spacing

73. Consider the following technology-based writing alternatives:
I. Voice recognition software
II. Word prediction software
III. Adapted keyboards with keyguards
IV. Eye-tracking typing software
Which of these can be utilized by students with severe locomotor or neurological motor disabilities?
(A) I and III
(B) I, II, III and IV
(C) II, III and IV
(D) I, II and III

74. When teaching a student with Cerebral Palsy who has dysarthria (slurred, slow speech), what is the most important classroom communication strategy for a teacher?
(A) Speak very loudly and slowly to the student directly at all times
(B) Allow extra wait-time for their response without interrupting
(C) Answer for the student immediately if they take more than five seconds
(D) Correct the student's speech pronunciation every single time they speak

75. Consider the following strategies for a student with associated speech difficulties:
I. Establishing a reliable "yes/no" response system (e.g., eye blink or head nod).
II. Using visual supports and communication boards.
III. Limiting the student's opportunities to speak to prevent embarrassment.
Which of the above are considered positive inclusive practices?

NODIA

cannot participate effectively in inclusive general classrooms.
(D) Cerebral Palsy often presents with associated conditions like speech, sensory, or cognitive impairments.

8. Consider the following statements regarding the classification of Locomotor Disabilities:
I. Congenital locomotor disabilities are present at birth.
II. Acquired locomotor disabilities can occur due to accidents, infections, or diseases later in life.
III. Congenital conditions only affect the upper limbs, while acquired conditions affect the lower limbs.
Which of the statements given above are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II and III

9. Which of the following is a classic example of a congenital locomotor disability?
(A) Spinal cord injury from a car crash
(B) Clubfoot (Talipes Equinovarus)
(C) Amputation due to diabetic neuropathy
(D) Paralysis from a stroke

10. The condition known as "Osteogenesis Imperfecta," which causes bones to break easily and leads to locomotor difficulties, is primarily classified as:
(A) An acquired viral infection
(B) A congenital genetic disorder
(C) A psychological psychosomatic disorder
(D) A progressive neurological disorder

11. Reena is a Class 4 student who recently underwent an above-knee amputation following a road traffic accident. She is returning to school with a prosthetic limb. Which of the following best characterizes her disability classification and immediate educational need?
(A) Acquired locomotor disability needing barrier-free access and mobility support
(B) Congenital locomotor disability requiring extensive cognitive remediation and intellectual support
(C) Progressive neurological disorder requiring a specialized sensory curriculum and behavioral therapy
(D) Developmental coordination disorder requiring continuous speech therapy and language intervention

12. Which of the following pairs correctly matches the condition with its classification?
(A) Spina Bifida – Acquired Musculoskeletal Locomotor Disability
(B) Poliomyelitis – Congenital Neurological Locomotor Disability
(C) Muscular Dystrophy – Genetic Locomotor Disability
(D) Acid attack injury – Congenital Structural Locomotor Disability

13. Which type of Cerebral Palsy is characterized by increased muscle tone, stiff and tight muscles, and exaggerated reflexes, originating from damage to the motor cortex?
(A) Dyskinetic/Athetoid CP
(B) Ataxic CP
(C) Mixed CP
(D) Spastic CP

14. Consider the following statements regarding the types of Cerebral Palsy:
I. Spastic CP is the most common type and involves muscle stiffness.
II. Athetoid/Dyskinetic CP involves slow, uncontrolled, writhing movements.
III. Ataxic CP affects balance, coordination, and depth perception.
IV. Mixed CP presents with a combination of symptoms, most commonly spastic and athetoid types.
Which of the statements given above are correct?
(A) I, II and III
(B) II, III and IV
(C) I, II, III and IV
(D) I, III and IV

15. Given below are two statements, one labelled as Assertion (A) and the other as Reason (R).
Assertion (A): A child with Ataxic Cerebral Palsy frequently experiences difficulties with precise fine motor tasks such as writing or buttoning a shirt.
Reason (R): Ataxic CP is caused by damage to the cerebellum, which disrupts balance, coordination, and the execution of fine, targeted movements.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false

Click Here to Buy book on Amazon

CHAPTER 13
Locomotor Disability Cerebral Palsy

1. How is Locomotor Disability defined under the Rights of Persons with Disabilities (RPwD) Act, 2016?
(A) An inability to execute distinctive activities associated with the movement of self and objects resulting from affliction of musculoskeletal or nervous system or both
(B) A progressive neurological condition affecting only the lower limbs and restricting mobility
(C) An intellectual impairment that secondarily affects the gross motor coordination of an individual
(D) A temporary loss of motor function due to traumatic injury to the peripheral nervous system

2. A 9-year-old student in a mainstream inclusive school uses a manual wheelchair for mobility due to an acquired condition following a severe viral infection in early childhood that affected his anterior horn cells. His upper body strength is normal, and his cognitive abilities are above average. Which specific condition under locomotor disability does this scenario most likely describe?
(A) Muscular Dystrophy
(B) Spina Bifida
(C) Poliomyelitis
(D) Osteogenesis Imperfecta

3. Under the RPwD Act, 2016, which of the following conditions is explicitly included under the broad category of Locomotor Disability?
(A) Leprosy-cured person
(B) Specific Learning Disability
(C) Multiple Sclerosis
(D) Autism Spectrum Disorder

4. Which of the following conditions, although affecting physical movement, is treated as a separate distinct category under the RPwD Act, 2016, rather than being grouped generally under Locomotor Disability?
(A) Dwarfism
(B) Acid attack victims
(C) Muscular Dystrophy
(D) Cerebral Palsy

5. Given below are two statements, one labelled as Assertion (A) and the other as Reason (R).
Assertion (A): Cerebral Palsy is considered a non-progressive condition of the brain.
Reason (R): The brain lesion or damage that causes Cerebral Palsy does not degenerate or grow worse over time, even though the physical symptoms may change.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

6. Under the RPwD Act, 2016, which of the following accurately describes "Cerebral Palsy"?
(A) A genetic degenerative disease leading to the gradual weakening of muscles over the individual's lifespan
(B) A metabolic disorder resulting in the incomplete formation of the spinal cord during fetal development
(C) A group of non-progressive neurological conditions affecting body movements and muscle coordination, caused by damage to one or more specific areas of the brain, usually occurring before, during, or shortly after birth
(D) An acquired autoimmune disorder that damages the protective myelin sheath of nerve fibres

7. What is the primary pedagogical rationale for special educators differentiating between a student with isolated Locomotor Disability (like amputation) and a student with Cerebral Palsy?
(A) Students with amputation require braille materials, whereas students with Cerebral Palsy do not need tactile modifications.
(B) Locomotor disabilities are always progressive conditions, whereas Cerebral Palsy is a temporary motor delay.
(C) Students with isolated locomotor disabilities

NODIA

Assertion (A): A student with Duchenne Muscular Dystrophy (DMD) will require increasingly supportive physical accommodations as they progress through middle and high school.
Reason (R): Muscular Dystrophy is a progressive condition where muscle weakness worsens over time, leading to a loss of independent ambulation.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

27. A child with a locomotor disability affecting only the lower limbs (e.g., paraplegia from a spinal cord injury) is placed in a general education classroom. Which area of functioning will require the MOST immediate adaptation by the teacher?
(A) Classroom mobility and seating
(B) Cognitive processing speed and memory recall
(C) Receptive language processing and comprehension
(D) Phonemic awareness and auditory discrimination

28. In the terminology of motor impairments, what is the key difference between "paresis" and "plegia"?
(A) Paresis refers to complete paralysis of muscles, whereas plegia refers to partial muscle weakness.
(B) Paresis affects muscle control in the upper body, whereas plegia affects the lower body regions.
(C) Paresis refers to partial weakness, whereas plegia refers to total paralysis.
(D) Paresis is always a congenital muscle disorder, whereas plegia is always an acquired condition.

29. A special educator observes that a 6-year-old student with a locomotor disability walks with an unstable, waddling gait, frequently falls, and uses their hands to "walk up" their own legs when standing up from the floor (Gowers' sign). The teacher should refer the child for medical assessment suspecting:
(A) Poliomyelitis infection
(B) Spina Bifida cystica
(C) Traumatic amputation
(D) Muscular Dystrophy

30. Which of the following pairs correctly identifies the motor characteristic in Cerebral Palsy?
(A) Hypertonia – Persistent floppy, loose, and excessively low muscle tone
(B) Hypotonia – Excessively stiff, tight, and rigid muscle tone throughout
(C) Spasticity – Increased muscle tone and resistance to stretch
(D) Athetosis – Consistently smooth balance and normal muscle coordination

31. Which of the following terms describes the involuntary, rhythmic muscle contractions that are often seen as a motor characteristic in severe cases of spastic Cerebral Palsy?
(A) Flaccidity
(B) Clonus
(C) Atrophy
(D) Hypertrophy

32. Consider the following statements about the impact of Cerebral Palsy on fine motor tasks:
I. Students may struggle with a pincer grasp, affecting their ability to hold a standard pencil.
II. Involuntary movements can make using a standard computer keyboard difficult.
III. Fine motor difficulties are uniform across all types and severities of CP.
Which of the statements given above is/are correct?
(A) I only
(B) II and III
(C) I, II and III
(D) I and II

33. Which of the following is NOT typically a primary physical/motor characteristic of Cerebral Palsy?
(A) Rapid, progressive muscle wasting
(B) Abnormal muscle tone including severe hypertonia or hypotonia
(C) Abnormal persistence of early primitive developmental reflexes
(D) Significantly impaired postural control and functional balance

34. Children with Cerebral Palsy often experience associated sensory conditions. Which visual impairment is most frequently associated with CP due to poor extraocular muscle control?
(A) Glaucoma
(B) Retinitis Pigmentosa
(C) Strabismus (Squint)
(D) Cataracts

Downloaded from www.pdf.tube

35. Consider the following associated conditions:
I. Epilepsy/Seizures
II. Speech and Language Disorders
III. Hearing Impairment
IV. Intellectual Disability
Which of the above conditions can be associated with Cerebral Palsy in a significant percentage of cases?
(A) I, II, III and IV
(B) I and II
(C) I, II and IV
(D) II, III and IV

36. Many children with Cerebral Palsy have difficulty with the motor execution of speech due to weakness or lack of coordination in the muscles of the mouth, face, and respiratory system. This condition is known as:
(A) Dysphasia/Aphasia
(B) Developmental Dyslexia
(C) Automatic Echolalia
(D) Dysarthria

37. Drooling is a common challenge for some students with Cerebral Palsy. From an inclusive education perspective, what is the BEST initial approach for a special educator to take regarding this issue?
(A) Isolate the child during classroom activities to prevent other children from noticing
(B) Provide a bib and consult an SLP for oral-motor exercises
(C) Restrict the child's daily fluid intake throughout school hours to stop drooling
(D) Ignore the drooling issue entirely under the assumption that it cannot be improved

38. Given below are two statements, one labelled as Assertion (A) and the other as Reason (R).
Assertion (A): It is a misconception that all children with Cerebral Palsy have severe Intellectual Disability.
Reason (R): The motor cortex damage that causes CP does not necessarily affect the brain's cognitive centers, meaning a child with severe physical impairment may have average or above-average intelligence.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

39. A 10-year-old student with Athetoid CP has severe involuntary movements and lacks expressive speech. However, she responds accurately to complex math problems by pointing her eyes at the correct flashcard. What does this case indicate about cognitive assessment for children with CP?
(A) Standardized paper-and-pencil IQ tests remain the most reliable evaluation tool for all students.
(B) Athetoid CP consistently entails profound intellectual disability across all developmental areas.
(C) The student is merely guessing answers and requires placement in a lower-grade curriculum.
(D) Motor and speech limits can mask cognitive potential, requiring adapted assessments.

40. Which of the following statements is most accurate regarding the learning characteristics of students with isolated Locomotor Disabilities (such as amputations or post-polio paralysis) without neurological involvement?
(A) Their cognitive profiles are generally similar to non-disabled peers.
(B) They consistently show severe developmental delays across reading and math skills.
(C) They require a heavily modified, functional academic curriculum in all subjects.
(D) They generally present with specific learning disabilities in written expression tasks.

NODIA

41. If a standardized intelligence test timed subtest requires a child to manipulate small blocks rapidly, a child with Spastic Hemiplegia will likely score poorly. What logical conclusion should a special educator draw from this?
(A) The child clearly demonstrates poor cognitive spatial reasoning and low visual processing skills.
(B) The test is motor-biased and fails to reflect true cognitive ability.
(C) The child meets all official criteria for a dual diagnosis of severe Intellectual Disability.
(D) The child is completely unmotivated and unwilling to engage or complete the assigned task.

42. A phenomenon frequently observed in students with severe physical disabilities where they become overly dependent on caregivers and believe they have no control over their environment or success is known as:

(A) Cognitive Dissonance Theory
(B) Learned Helplessness
(C) Operant Conditioning
(D) Separation Anxiety

43. Consider the following strategies to support the socio-emotional well-being of students with Locomotor Disability/CP:
I. Assigning them classroom responsibilities that they can independently manage.
II. Always completing tasks for them to prevent them from feeling frustrated.
III. Encouraging participation in adapted extracurricular activities.
Which of the strategies given above is/are appropriate?
(A) I and III
(B) I and II
(C) II and III
(D) III only

44. Which of the following practices is LEAST likely to build positive self-esteem in a teenager with a physical disability?
(A) Providing continuous opportunities for active self-advocacy and independent decision-making
(B) Showcasing their various academic or artistic achievements publicly within the school community
(C) Focusing exclusively on their physical limitations during meetings
(D) Introducing them to successful adult role models who live with similar physical disabilities

45. In an inclusive classroom, a student with CP who uses a walker is repeatedly left out of recess games by peers because "it takes too long for him to play." The special educator wants to address the social exclusion. Which is the MOST appropriate intervention?
(A) Excuse the student permanently from recess periods and let him read quietly in the library.
(B) Force the peers to include him in every game and strictly punish them if they refuse.
(C) Assign a dedicated paraprofessional to play recreational games with the student separately.
(D) Design a modified inclusive game and teach peers the new rules.

46. Consider the following professionals:
I. Orthopedic Surgeon
II. Special Educator
III. Physiotherapist
IV. Clinical Psychologist
Which of these professionals are typically involved in the comprehensive, multidisciplinary assessment of a child with Cerebral Palsy?
(A) I and III
(B) I, II and III
(C) I, II, III and IV
(D) II, III and IV

47. What is the standard sequence for the identification and service delivery process for a child suspected of having a locomotor disability in a school setting?
(A) Rehabilitation Therapy -> Screening -> Diagnosis -> IEP Development
(B) Screening -> Medical Diagnosis & Certification -> Educational Assessment -> IEP Development
(C) IEP Development -> Screening -> Rehabilitation Therapy -> Medical Diagnosis
(D) Educational Assessment -> IEP Development -> Screening -> Certification

48. In India, under the RPwD Act, 2016 and subsequent rules, the definitive "Certificate of Disability" and UDID card for a person with a locomotor disability is issued based on the assessment by:
(A) The school Principal and administrative committee
(B) A registered Special Educator certified by the council
(C) A recognized Non-Governmental Organization (NGO)
(D) A notified Medical Board

49. A general education teacher notices a 5-year-old frequently tripping, having difficulty climbing stairs, and standing with an asymmetrical posture. She reports this to the itinerant special educator. What is the appropriate NEXT step for the special educator?
(A) Inform parents and facilitate a medical referral for evaluation.
(B) Immediately diagnose the child with Muscular Dystrophy without further assessment.
(C) Administer a standardized cognitive IQ test during the next class session.
(D) Ignore the observed symptoms as they might be typical developmental variations for that

Click Here to Buy book on Flipkart

(D) A is false but R is true

16. Which topographical classification of Cerebral Palsy describes a condition where only one side of the body (left or right) is affected, with the arm usually more severely involved than the leg?
(A) Monoplegia
(B) Diplegia
(C) Quadriplegia
(D) Hemiplegia

17. In the context of Cerebral Palsy, what does "Diplegia" primarily refer to?
(A) Involvement primarily of both legs, with minimal or no arm involvement
(B) Involvement of all four limbs equally across the upper and lower body
(C) Involvement of exactly three limbs with equal muscle weakness in each
(D) Total paralysis affecting only the facial muscles and speech mechanism

18. Which of the following is a primary cause of Locomotor Disability resulting from a nutritional deficiency in childhood?
(A) Encephalitis
(B) Rubella
(C) Rickets
(D) Down Syndrome

19. Which of the following is NOT typically considered a cause of acquired locomotor disability?
(A) Down Syndrome
(B) Spinal cord trauma
(C) Leprosy
(D) Poliomyelitis

20. Consider the following conditions that cause Locomotor Disability:
I. Spina Bifida
II. Clubfoot
III. Traumatic Brain Injury
Which of the conditions given above is/are considered congenital?
(A) I only
(B) II and III
(C) I, II and III
(D) I and II

21. Rahul is born with a neural tube defect where his spinal cord did not develop properly, resulting in paralysis of his lower limbs. He requires a catheter for bladder management and a wheelchair for mobility. What condition does Rahul most likely have?
(A) Muscular Dystrophy
(B) Spina Bifida
(C) Poliomyelitis
(D) Leprosy

NODIA

22. In understanding the etiology of Cerebral Palsy, which of the following is classified strictly as a prenatal cause?
(A) Severe neonatal jaundice resulting in Kernicterus during the first week of life
(B) Perinatal asphyxia or acute lack of oxygen occurring during the labor process
(C) Maternal infections such as Rubella or CMV during early pregnancy
(D) Postnatal bacterial meningitis infection occurring at six months of age

23. What is the chronological sequence of the developmental stages where brain damage can occur leading to Cerebral Palsy?
(A) Prenatal, Perinatal, Postnatal
(B) Perinatal, Prenatal, Postnatal
(C) Postnatal, Prenatal, Perinatal
(D) Postnatal, Perinatal, Prenatal

24. Which of the following statements regarding the causes of Cerebral Palsy is INCORRECT?
(A) Traumatic brain injury at age 18 is classified as Cerebral Palsy.
(B) Prematurity and extremely low birth weight are significant risk factors for developing CP.
(C) Rh blood type incompatibility between the mother and fetus can lead to CP.
(D) Prolonged lack of oxygen or hypoxia during labor and delivery can result in CP.

25. Consider the following risk factors associated with childhood disabilities:
I. Maternal malnutrition during pregnancy
II. Severe head trauma during early infancy
III. Untreated severe neonatal jaundice
IV. Radiation exposure to the mother during the first trimester
Which of these are recognized etiologies (causes) of Cerebral Palsy?
(A) I and III
(B) I, II, III and IV
(C) II, III and IV
(D) I, II and III

26. Given below are two statements, one labelled as Assertion (A) and the other as Reason (R).

(C) II, III and IV
(D) I, III and IV

58. The ability to coordinate the information perceived through the eyes to control, guide, and direct the hands in the accomplishment of a given task is known as:
(A) Crossing the midline
(B) Eye-hand coordination
(C) Postural stability
(D) Proprioception

59. Consider the following activities:
I. Threading large beads on a string
II. Playing catch with a large therapy ball
III. Using tongs to transfer cotton balls
Which of these activities are specifically designed to develop FINE motor skills?
(A) I and III
(B) I and II
(C) II and III
(D) I, II and III

60. For a child with Cerebral Palsy who has a strong asymmetrical tonic neck reflex (ATNR), which teaching strategy is most effective when presenting visual materials?
(A) Present materials sharply to the extreme lateral side of the child's face
(B) Present materials directly on the floor below the child's feet
(C) Present materials at the child's midline
(D) Present materials moving rapidly back and forth across the visual field

61. In special education, the term "crossing the midline" refers to:
(A) A legislative policy ensuring inclusive educational boundaries across regions
(B) Moving a student from a specialized school to an inclusive school setting
(C) The physical transition process from a wheelchair to a standard classroom chair
(D) Reaching across the middle of the body with limbs

62. Adapted Physical Education (APE) for a student with a locomotor disability involves modifying standard physical education. Which of the following is an example of an APE modification?
(A) Excluding the student from PE and sending them to the library
(B) Giving the student an academic worksheet about sports instead of playing
(C) Lowering a basketball hoop or using a lighter ball
(D) Forcing the student to play by the standard rules to build resilience

63. Which of the following is NOT a safe consideration when planning Adapted Physical Education for a child with a severe locomotor disability?
(A) Thoroughly assessing the child's functional balance and individual risk of falls
(B) Pushing the child to experience severe stretch pain
(C) Appropriately modifying equipment size, weight, grip, or surface texture
(D) Carefully considering physical climate factors like extreme heat causing fatigue

64. The primary goal of Adapted Physical Education (APE) for children with physical disabilities is to:
(A) Train students intensively for elite national and international Paralympic competition
(B) Ensure they develop the exact same motor skill competencies as their non-disabled peers
(C) Provide clinical physical therapy sessions disguised as routine sports activities
(D) Promote physical activity, fitness, and safe recreation

65. During a physical education class, students are playing volleyball. A student with lower limb paralysis using a wheelchair wants to participate. How can the PE teacher adapt the game to make it inclusive?
(A) Allow a bounce before hitting and permit catching the ball
(B) Tell the student to act as the official scorekeeper instead of actively playing
(C) Ask all other non-disabled students to play the match on their knees
(D) Use a heavy medicine ball during play to significantly slow down the game

NODIA

66. A fundamental principle of seated positioning for children with severe physical disabilities (like CP) to ensure stability and optimal upper body function is the:
(A) 45-45-45 positioning rule for lower limb alignment (hips, knees, ankles)
(B) 180-degree flat supine positioning rule for entire spinal alignment
(C) 90-90-90 rule (hips, knees, ankles at 90 degrees)

age.

50. Given below are two statements, one labelled as Assertion (A) and the other as Reason (R).
Assertion (A): Installing ramps and accessible washrooms in schools benefits not only students with locomotor disabilities but also pregnant teachers and elderly staff.
Reason (R): The concept of Universal Design ensures that environments are accessible and usable by all people to the greatest extent possible, without the need for specialized adaptation.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

51. According to standard accessibility norms in India (Harmonised Guidelines), what is the recommended maximum gradient (slope) for a wheelchair ramp to ensure independent access?
(A) 1:5
(B) 1:8
(C) 1:12
(D) 1:20

52. Consider the following requirements for physical accessibility in a school:
I. Widening doorways to allow wheelchair passage.
II. Providing anti-slip flooring in corridors.
III. Ensuring water fountains and washbasins are placed at a higher level out of reach of primary students.
Which of the above are correct principles of barrier-free design for students with locomotor disabilities?
(A) II and III
(B) I and III
(C) I, II and III
(D) I and II

53. If a multi-story school building lacks an elevator, what is the MOST immediate and practical administrative accommodation a Principal can make for a student who uses a wheelchair?
(A) Advise the student and family to enroll in a different accessible school nearby
(B) Shift the student's classes and library to the ground floor
(C) Ask the student's parents or family members to carry the student upstairs every day
(D) Exempt the student entirely from attending physical interactive classes

54. In providing in-school mobility support, ensuring that a student with CP maintains their range of motion and prevents contractures requires close coordination between the Special Educator and the:
(A) Speech Therapist
(B) Clinical Psychologist
(C) Physiotherapist
(D) Audiologist

55. A student with Spina Bifida uses crutches to move around the school but experiences severe fatigue halfway through the day, impacting her academic focus. What is the most appropriate collaborative strategy?
(A) Reduce her prescribed academic syllabus by half to lower study pressure
(B) Remove her crutches and force her to walk independently throughout the day
(C) Let her sleep through all scheduled afternoon classes to recover from fatigue
(D) Provide a wheelchair for long distances to conserve energy

56. Which of the following pairs correctly matches the mobility support need with its appropriate intervention?
(A) Poor independent walking balance – Provision of a Rollator (Walker)
(B) Need for rapid long-distance travel outdoors – Corner Chair
(C) Inability to transfer from wheelchair to toilet – Ankle Foot Orthosis (AFO)
(D) Lack of fine motor control in hands – Bilateral axillary crutches

57. Consider the following statements regarding mobility support:
I. Mobility aids must be prescribed and measured by a qualified professional.
II. A wheelchair should have proper cushioning to prevent pressure sores.
III. Students should be discouraged from independent mobility to prevent accidents.
IV. Pathways should be clear of clutter to allow safe passage.
Which of the statements given above are CORRECT practices?
(A) I, II and III
(B) I, II and IV

Downloaded from www.pdf.tube

(A) I and II
(B) II and III
(C) I and III
(D) I, II and III

76. What professional should the special educator collaborate with to design an oral-motor exercise plan and select appropriate communication aids for a child with CP?
(A) Licensed Occupational Therapist (OT)
(B) Certified Physiotherapist (PT)
(C) Speech-Language Pathologist
(D) Certified Prosthetist and Orthotist

77. A teacher asks a question to a student with severe speech impairment. The student attempts to answer, but the teacher cannot understand. What is the BEST immediate response?
(A) Say aloud, 'Never mind, I will ask another student in the class instead.'
(B) Pretend to fully understand their response and nod, then move on quickly.
(C) Tell the student directly that their speech is too poor for classroom discussions.
(D) Ask them to repeat slowly or use their communication board.

78. Which of the following pairs correctly distinguishes between low-tech and high-tech Augmentative and Alternative Communication (AAC)?
(A) Low-tech: iPad running Proloquo2Go ; High-tech: Paper Picture Board system
(B) Low-tech: Eye-gaze computer system ; High-tech: Manual sign language
(C) Low-tech: Picture Book ; High-tech: Speech Device
(D) Low-tech: Artificial Intelligence software ; High-tech: Pointing with finger

79. The Picture Exchange Communication System (PECS) is an example of:
(A) A specialized surgical intervention procedure for the vocal cords
(B) An Augmentative and Alternative Communication system
(C) A clinical physiotherapy technique for evaluating muscle tone
(D) A standardized psychological test battery for measuring IQ

80. A student with severe quadriplegic CP cannot use their hands to point to a communication board. They use a device where a cursor automatically highlights items one by one, and they hit a single switch with their head to select the desired item. This AAC access method is called:
(A) Direct Selection
(B) Braille input
(C) Vocal articulation
(D) Scanning

81. Which of the following is a FALSE assumption about the use of Augmentative and Alternative Communication (AAC)?
(A) Introducing AAC hinders natural speech development.
(B) AAC can be implemented either on a temporary basis or permanently.
(C) AAC systems encompass both low-technology and high-technology options.
(D) Body language, facial expressions, and pointing gestures are valid forms of AAC.

82. Consider the following focus areas in a school setting:
I. Improving gait, balance, and gross motor mobility.
II. Recommending wheelchairs and crutches.
III. Training in Activities of Daily Living (ADLs) like dressing and feeding.
Which of the statements given above are primary responsibilities of a Physiotherapist (PT) rather than an Occupational Therapist (OT)?
(A) II and III
(B) I and III
(C) I and II
(D) I, II and III

83. While Physiotherapy focuses largely on gross motor function and mobility, Occupational Therapy (OT) in an educational setting primarily focuses on:
(A) Fine motor skills, sensory processing, and independent school participation
(B) Diagnosing the primary medical condition and underlying neurological pathology
(C) Prescribing pharmacotherapy and muscle relaxant medications for severe spasticity
(D) Developing and modifying the formal academic curriculum for math and reading

NODIA

84. A teacher notices that a student with CP struggles to hold a spoon during lunchtime and has difficulty snapping the buttons on his trousers after using the washroom. Which professional should the school refer the student to for targeted intervention?

ANSWERS

1. (A) An inability to execute distinctive activities associated with the movement of self and objects resulting from affliction of musculoskeletal or nervous system or both
The Rights of Persons with Disabilities Act of 2016 legally defines locomotor disability as a person's inability to execute distinctive activities associated with movement of self and objects. This functional limitation results from afflictions of the musculoskeletal system, nervous system, or both, impairing overall physical mobility, execution of motor tasks, and daily physical performance.

2. (C) Poliomyelitis
Poliomyelitis is an infectious viral disease that specifically attacks the anterior horn cells of the spinal cord, leading to motor neuron destruction and residual muscle paralysis or weakness. Because the condition targets motor nerves while sparing higher brain structures, individuals maintain normal upper body strength and cognitive abilities despite lower limb mobility impairments.

3. (A) Leprosy-cured person
Under the Rights of Persons with Disabilities Act of 2016, the broad category of locomotor disability explicitly incorporates conditions such as leprosy-cured persons, cerebral palsy, dwarfism, muscular dystrophy, and acid attack victims. A leprosy-cured individual experiences loss of sensation in limbs and physical deformities that directly impede movement and manual functional capacity.

4. (D) Cerebral Palsy
Although cerebral palsy affects physical movement and motor coordination, the Rights of Persons with Disabilities Act of 2016 classifies it as a distinct statutory category separate from general locomotor disability. This official classification acknowledges its complex neurological etiology, non-progressive nature, and frequent association with speech, sensory, cognitive, or seizure disorders in affected individuals.

5. (A) Both A and R are true and R is the correct explanation of A
Cerebral palsy is defined medically as a non-progressive neurological condition because the static brain lesion responsible for the disorder does not degenerate or spread over time. Although physical manifestations like muscle tightness, contractures, or spinal alignment can change as a child grows, the underlying brain injury remains completely fixed throughout life.

6. (C) A group of non-progressive neurological conditions affecting body movements and muscle coordination, caused by damage to one or more specific areas of the brain, usually occurring before, during, or shortly after birth
Cerebral palsy refers to a heterogeneous group of non-progressive neurological conditions that primarily disrupt body movement, posture, and muscle coordination. It stems from non-radiating damage to developing brain centers occurring prenatally, perinatally, or in early infancy, leading to variable impairments in motor execution while leaving the static brain lesion unexpanded over time.

7. (D) Cerebral Palsy often presents with associated conditions like speech, sensory, or cognitive impairments.
Isolated locomotor disabilities involve physical structural or motor limb impairments without underlying central nervous system involvement. In contrast, cerebral palsy arises from brain damage, making it frequently co-occur with additional neurological associated conditions such as speech dysarthria, visual deficits, intellectual disability, or seizure activity, necessitating holistic educational and therapeutic planning.

8. (A) I and II
Congenital locomotor disabilities are present at birth due to genetic anomalies or intra-uterine developmental defects, whereas acquired locomotor disabilities develop postnatally as a consequence of trauma, infections, or systemic diseases. Neither etiology is anatomically restricted to specific upper or lower limbs, as both congenital and acquired conditions can affect any anatomical region.

Click Here to Buy book on Amazon

a student with a physical disability during transitions and unstructured times (like lunch or recess) is often referred to as:
(A) Segregation group
(B) Medical Board
(C) Circle of Friends
(D) Resource Room Team

95. What is the primary difference between fostering "empathy" versus "sympathy" in peer support programs for children with disabilities?
(A) Empathy involves feeling pity for the child's situation, while sympathy involves ignoring their needs.
(B) Empathy promotes understanding and equality, whereas sympathy stems from pity.
(C) Sympathy is a mandatory legal requirement under the RPwD Act, whereas empathy is an informal concept.
(D) They mean exactly the same thing in special education contexts and are used interchangeably.

96. To promote inclusive participation in group activities for a child with a severe locomotor disability, the teacher should:
(A) Designate the child as the permanent passive observer during all group activities.
(B) Exempt the child from group work entirely to prevent potential team delays.
(C) Grade the group based strictly on physical tasks that the disabled child cannot perform.
(D) Assign roles based on strengths like timekeeper or presenter.

97. The "Buddy System" in an inclusive classroom is an example of:
(A) A peer-mediated support strategy
(B) A specialized clinical medical intervention
(C) A formal psychological assessment tool
(D) A government-funded scholarship scheme

98. According to standard assessment guidelines for students with benchmark disabilities, how much compensatory time (extra time) is typically permitted for a 3-hour written examination?
(A) 20 minutes
(B) 30 minutes
(C) 60 minutes
(D) 120 minutes

99. Under examination guidelines for persons with disabilities, what is a general rule regarding the qualification of a "Scribe" (writer) for a student with a severe locomotor disability?
(A) The scribe should be one grade junior or meet board criteria to prevent advantage.
(B) The scribe must possess a higher academic qualification than the candidate taking the exam.
(C) The scribe can be a subject matter expert or teacher in the subject area being evaluated.
(D) The scribe must strictly be the candidate's assigned personal special educator from school.

100. For a student with CP who cannot write but can independently use a computer, which alternate assessment mode is permitted under modern inclusive assessment guidelines?
(A) Making the student take the full examination using Morse code signaling devices.
(B) Forcing the student to take an entirely oral examination regardless of personal preference.
(C) Giving the student an automatic passing grade without requiring them to take the test.
(D) Allowing the student to type answers on a secured computer.

101. Which of the following accommodations is NOT legally sanctioned for a student with a locomotor disability during board examinations?
(A) Authorized official use of a qualified scribe or amanuensis
(B) Provision of a calculator for non-cognitive motor disability
(C) Granting additional compensatory time throughout written exams
(D) Permitting the structural use of customized adapted seating furniture

NODIA

102. To ensure physical accessibility of exam venues for students using wheelchairs or crutches, school administrators must prioritize:
(A) Assigning their individual exam seating on the top floor to maintain venue security
(B) Placing them in an isolated separate building far removed from all other students
(C) Allocating ground-floor exam rooms near accessible washrooms
(D) Forcing them to climb multiple flights of stairs if the ground floor is completely full

103. During examinations, prolonged sitting can cause severe pain or muscle spasms for students with

(A) Pediatric Audiologist
(B) Certified Physiotherapist
(C) Itinerant Special Educator
(D) Occupational Therapist

85. The process of applying passive stretching and recommending orthotic braces (like AFOs) to prevent joint deformities in a child with CP is typically managed by the:
(A) Speech Therapist
(B) Physiotherapist
(C) Clinical Psychologist
(D) Dietician

86. Under standard norms for barrier-free infrastructure, an accessible school washroom MUST include which of the following features?
(A) Narrow doors for privacy
(B) A step at the entrance to prevent water from coming out
(C) Grab bars/rails near the toilet seat
(D) Western toilets raised to 4 feet high

87. Which of the following features makes a pathway within the school premises INACCESSIBLE to a wheelchair user?
(A) Smooth, firm, and even pathway surfaces
(B) Standardized tactile guiding blocks along paths
(C) Adequate continuous overhead lighting
(D) Loose gravel or sand

88. Consider the following features of an accessible staircase for ambulant children with mild locomotor disabilities:
I. Handrails on both sides
II. Edges of the steps marked with contrasting colors
III. Open risers (gaps between steps) to save material
Which of the features given above are recommended?
(A) I and II
(B) II and III
(C) I and III
(D) I, II and III

89. According to accessible design standards, what is the minimum recommended clear width for classroom doors to allow easy passage of a standard wheelchair?
(A) 600 mm (24 inches)
(B) 900 mm (36 inches)
(C) 450 mm (18 inches)
(D) 1200 mm (48 inches)

90. When designing a barrier-free school, tactile paving (guiding paths) primarily benefits students with visual impairments. However, what precaution must be taken regarding tactile paving for students using wheelchairs or crutches?
(A) It should be raised at least two inches above ground level to be felt clearly by all.
(B) Profile height should not cause tripping or obstruct wheels.
(C) It should be avoided entirely within all inclusive schools to prevent confusion.
(D) It must be placed strictly down the center of every wheelchair ramp and corridor.

91. A standard classroom desk is often unsuitable for a wheelchair user because the armrests or knees bump against the desk. What is the standard adaptation for this?
(A) Height-adjustable tables with clear knee space underneath
(B) Asking the student to sit sideways
(C) Providing a clipboard and asking the student to write on their lap
(D) Removing the wheelchair during class

92. What is the benefit of a "cut-out table" (a table with a semi-circular piece removed from the edge) for a student with poor trunk control?
(A) It provides a dedicated adjacent space for the teacher or assistant to sit closely.
(B) It reduces the overall weight of classroom furniture to allow easy moving by staff.
(C) It brings the child closer to work while supporting arms and trunk.
(D) It is primarily an aesthetic design choice recommended for special school settings.

93. When adjusting classroom layout for a student using a walker or wheelchair, the teacher must ensure:
(A) The student's desk is placed at the very back of the room to avoid distractions.
(B) The student faces the wall to improve concentration.
(C) Furniture is tightly packed to provide physical support to the student.
(D) Aisles between desks are widened and kept free of bags and clutter.

94. A structured peer-support program where a small group of classmates volunteers to assist

Downloaded from www.pdf.tube

(A) Rollator / Walker
(B) Commode transfer chair
(C) Structural Orthosis
(D) Functional Prosthesis

114. A specialized seating device designed with a V-shaped backrest to support the trunk and keep the shoulders protracted forward, often used for young children with CP who have poor head and trunk control, is called a:
(A) Soft bean bag
(B) Manual wheelchair
(C) Corner chair
(D) Positioning wedge

115. What is the primary feature of a "CP Chair" designed for educational environments?
(A) It includes straps, tray, pommel, and footrests to maintain posture.
(B) It is equipped with a motorized engine for rapid indoor and outdoor movement.
(C) It is structurally designed to recline completely flat like a hospital bed.
(D) It conveniently folds up into a compact size to fit inside a standard backpack.

116. In physical therapy and classroom adaptations, a triangular foam "Wedge" is often used to position a child with CP in a prone (lying on the stomach) position. What is the educational/ developmental purpose of this?
(A) To induce rest and sleep during designated free periods in class
(B) To prevent the child from rolling away or sliding off mats during exercises
(C) To restrict all physical movement and maintain fixed muscular alignment
(D) To promote head control, weight-bearing, and free hands for play.

117. What is the purpose of an adapted pencil grip (e.g., triangular grip or bulbous grip)?
(A) To make the pencil significantly heavier to eliminate severe hand tremors
(B) To facilitate a functional grasp for fine motor weakness
(C) To prevent the child from chewing or damaging the wooden pencil during writing
(D) To hold the pencil vertically upright automatically without manual intervention

118. For a student with CP who has erratic hand movements and accidentally hits multiple keys on a standard keyboard, which computer access device is most helpful?
(A) A compact smaller keyboard
(B) An ergonomic wireless mouse
(C) A Keyguard overlay
(D) Digital voice recording software

119. A student with fine motor issues struggles to grasp and move a standard computer mouse. A suitable assistive alternative where the base remains stationary and the user rolls a ball to move the cursor is a:
(A) Touchscreen
(B) Joystick
(C) Switch interface
(D) Trackball mouse

120. In assistive technology, a "Jelly Bean Switch" is primarily used by individuals with severe motor impairments to:
(A) Act as a single-button interface for selection and control
(B) Provide transcutaneous electrical muscle stimulation to weak arm muscles
(C) Enable students to type at high speeds of up to sixty words per minute
(D) Accurately measure muscle tone and reflex activity during movement

121. For a student who can control a mouse or trackball but cannot physically strike keys on a physical keyboard, what software adaptation is built into most operating systems?
(A) Screen reader (e.g., JAWS)
(B) On-Screen Keyboard
(C) Screen magnifier
(D) Color contrast inversion

122. Under the Ministry of Social Justice & Empowerment (Govt. of India), which premier national institute specifically focuses on the rehabilitation, training, and research related to Locomotor Disabilities?
(A) NIMHANS (Bengaluru, Karnataka)
(B) SVNIRTAR (Cuttack)
(C) AYJNISHD (Mumbai, Maharashtra)
(D) NIEPVD (Dehradun, Uttarakhand)

123. SVNIRTAR stands for:
(A) Swami Vivekanand National Institute of Rehabilitation Training and Research
(B) State Vocational Network for Inclusive Rehabilitation Teaching and Research
(C) Social Vision National Institute for Remedial

NODIA

deformities, and severe locomotor impairment if left unaddressed during early childhood growth.

19. (A) Down Syndrome
Down syndrome is a chromosomal disorder caused by trisomy 21 that leads to intellectual disability and distinct physical features rather than an acquired motor system condition. Conversely, spinal cord trauma, leprosy, and poliomyelitis are established acquired causes that directly inflict physical damage on nerves, muscles, or structural tissues postnatally during life.

20. (D) I and II
Spina bifida is a congenital neural tube defect present at birth, and clubfoot is a congenital structural deformity of the foot. Traumatic brain injury, however, is an acquired condition resulting from external physical impact postnatally. Therefore, spina bifida and clubfoot represent congenital etiologies, whereas traumatic brain injury is strictly an acquired neurological condition.

21. (B) Spina Bifida
Spina Bifida is a congenital neural tube defect where the spinal column fails to close completely during early embryonic development. This incomplete closure leads to damaged spinal cord nerves, lower limb paralysis, loss of sensation, and neurogenic bladder or bowel dysfunction requiring catheterization, distinguishing it clearly from infectious, dystrophic, or dermatological conditions.

22. (C) Maternal infections such as Rubella or CMV during early pregnancy
Prenatal causes of cerebral palsy occur specifically during gestation prior to the onset of labor. Maternal exposure to TORCH infections, such as Rubella or Cytomegalovirus, during early pregnancy crosses the placenta and disrupts fetal brain development. Perinatal causes occur during labor, whereas neonatal jaundice and bacterial meningitis are postnatal factors.

23. (A) Prenatal, Perinatal, Postnatal
The chronological sequence of developmental stages for cerebral palsy etiology follows brain maturation timeframes. The prenatal period covers brain development from conception until labor begins, the perinatal period spans labor, delivery, and immediate birth, and the postnatal period encompasses early infancy when brain development continues and remains vulnerable to post-birth injuries.

24. (A) Traumatic brain injury at age 18 is classified as Cerebral Palsy.
Cerebral palsy is strictly defined as damage occurring to the immature, developing brain during the prenatal, perinatal, or early childhood period, typically up to age five. Traumatic brain injury sustained at age eighteen occurs after brain maturation is complete, classifying it legally and clinically as an acquired traumatic brain injury rather than cerebral palsy.

25. (B) I, II, III and IV
Etiologies of cerebral palsy span multiple developmental stages. Maternal malnutrition and first-trimester radiation exposure represent significant prenatal risk factors affecting fetal brain formation. Untreated severe neonatal jaundice causing kernicterus represents an early postnatal metabolic cause, and severe infant head trauma represents an acquired postnatal structural brain injury, all capable of producing CP.

26. (A) Both A and R are true and R is the correct explanation of A
Duchenne Muscular Dystrophy is a progressive genetic motor disease characterized by ongoing muscle degeneration caused by missing dystrophin protein. As a student ages, progressive muscle weakness leads to loss of independent walking and increased physical fatigue, requiring progressively supportive accommodations, adaptive physical seating, and environmental modifications across successive school years.

27. (A) Classroom mobility and seating
Paraplegia resulting from a lower spinal cord injury impairs lower limb motor function and physical mobility while preserving cerebral cognitive, language, and phonemic processing centers. Consequently, an inclusive general education teacher must immediately prioritize physical classroom layout adaptations, accessible seating arrangements, and mobility accommodations to support full physical participation.

28. (C) Paresis refers to partial weakness, whereas plegia refers to total paralysis.
In neurological and medical terminology, the suffix "-paresis" denotes partial muscle weakness

Click Here to Buy book on Flipkart

133. A key goal of transition planning is "Community Integration." For a wheelchair user, this most heavily depends on:
(A) The student's individual cognitive ability to read and write very fast
(B) Accessible public transport and barrier-free public buildings
(C) The measured standardized intelligence quotient of the individual student
(D) The total number of certified special educators working in the local community

134. Teaching a student with a locomotor disability how to articulate their needs, understand their rights under the RPwD Act, and ask for accommodations at a workplace is known as building:
(A) Learned helplessness
(B) Fine motor skills
(C) Self-advocacy skills
(D) Pity-eliciting behavior

135. Why does the RPwD Act, 2016 explicitly list Cerebral Palsy as a distinct disability category (out of the 21) rather than just leaving it under the generic "Locomotor Disability" category?
(A) Because Cerebral Palsy is an infectious contagious medical condition spreading rapidly.
(B) Because CP strictly affects adult individuals rather than children during development.
(C) Because Locomotor Disability is completely curable, whereas CP remains non-curable.
(D) Because CP involves multi-domain neurological impacts requiring a unique approach.

136. Which statement best captures the pathophysiological distinction between a pure Locomotor Disability (like amputation) and Cerebral Palsy?
(A) CP stems from brain lesions, whereas locomotor disabilities involve limbs.
(B) Locomotor Disability always involves structural brain damage, whereas CP affects bones.
(C) Locomotor Disability is always a genetic condition, whereas CP is always acquired.
(D) There is no pathophysiological or medical distinction between the two conditions.

137. An educational implication of the difference between CP and conditions like Muscular Dystrophy (MD) is that:
(A) MD patients always require intensive speech therapy, while CP patients never require it.
(B) CP is non-progressive, while MD is progressive requiring strength re-evaluation.
(C) Both conditions are strictly progressive over time and lead to severe cognitive decline.
(D) MD can be completely cured with corrective surgery, while CP cannot be cured at all.

138. When creating an IEP, a special educator notes that a student has post-polio residual paralysis (a locomotor disability). Compared to a student with severe spastic quadriparesis (CP), the polio survivor is LESS likely to need interventions for:
(A) Wheelchair accessibility modifications
(B) Communication delays
(C) Ramp access to the school library
(D) Upper body strength physical training

139. In the disability certification process, while a standard orthopedic surgeon can certify a simple locomotor disability (like a missing limb), the assessment of Cerebral Palsy for UDID often specifically involves:
(A) A neurologist
(B) A licensed cardiologist
(C) A practicing dermatologist
(D) An expert ophthalmologist

140. Despite their differences, the most critical overlapping educational requirement for BOTH students with Locomotor Disabilities and students with Cerebral Palsy in an inclusive school is:
(A) Mandatory intensive daily speech therapy sessions in school
(B) Complete exemption from all scheduled physical education classes
(C) A barrier-free environment meeting Universal Design
(D) Comprehensive Braille instructional materials and tactile books

****

Downloaded from www.pdf.tube

certain locomotor disabilities. What reasonable accommodation can invigilators provide?
(A) Allow the student short stretching breaks continuously without stopping the exam clock
(B) Cancel the examination entirely if the student experiences any physical pain
(C) Confiscate all of their mobility aids during testing to prevent potential cheating
(D) Allow supervised stretching breaks and compensate lost time.

104. When a student with Dyskinetic Cerebral Palsy takes an exam in a standard hall, their involuntary movements or vocalizations might distract others. What is the most inclusive and accommodating solution?
(A) Seat the student in a separate quiet room.
(B) Disqualify the student permanently from taking the official board exam
(C) Gag the student or tie their hands to prevent involuntary movement
(D) Deduct examination marks directly for disruptive behavioral discipline

105. Invigilator sensitization is crucial during exams for CWSN. An invigilator should be trained to know that a student with Spastic CP gripping a pen tightly and writing very slowly is doing so due to:
(A) A complete lack of exam preparation and study effort
(B) Neurological hypertonia and motor impairment
(C) A deliberate attempt to hide unauthorized cheating materials
(D) An intentional display of deliberate behavioral defiance

106. Which type of wheelchair is most suitable for a student with paraplegia who has strong upper body strength and needs to navigate the school independently?
(A) Motorized (Power) Wheelchair
(B) Manual, self-propelled Wheelchair
(C) Transit Wheelchair (small rear wheels, must be pushed by someone else)
(D) Reclining Geriatric Wheelchair

107. A student with severe Quadriplegic CP has no functional use of their arms or legs. To achieve independent mobility in a barrier-free school, they would most likely require:
(A) A motorized wheelchair operated by joystick or head switch
(B) Standard bilateral axillary or forearm mobility crutches for walking
(C) A conventional manual self-propelled wheelchair system for indoor use
(D) A standard four-wheeled rollator device with integrated hand brakes

108. An assistive device that supports a child with CP in an upright, weight-bearing posture, promoting bone density, digestion, and hip joint development, is called a:
(A) Pedal Tricycle
(B) Adaptive Corner Chair
(C) Standing Frame
(D) Positioning Bolster

109. Hand-propelled tricycles provided to persons with locomotor disabilities are primarily intended for:
(A) Facilitating quick indoor classroom mobility
(B) Correcting severe structural spinal curvature
(C) Improving fine motor control and hand grasp
(D) Outdoor commuting over longer distances

110. AFO stands for Ankle Foot Orthosis. What is its primary function for a child with CP or Polio?
(A) To support the wrist joint and fingers during handwriting activities
(B) To act as a protective cranial helmet during sudden physical falls
(C) To maintain foot position, prevent foot drop, and provide stability
(D) To stretch and realign the upper and lower back muscles continuously

111. A caliper that extends from the thigh down to the foot, locking the knee joint to provide stability for someone with severe weakness in the quadriceps, is known as a:
(A) AFO (Ankle Foot Orthosis)
(B) KAFO (Knee Ankle Foot Orthosis)
(C) HKAFO (Hip Knee Ankle Foot Orthosis)
(D) Spinal Brace

112. Which type of crutch requires less upper body strength, reduces the risk of nerve damage under the arm, and provides a cuff around the forearm?
(A) Axillary crutch (Standard underarm crutch)
(B) Tripod cane with three-pronged base
(C) Standard straight single-point walking stick
(D) Elbow crutch (Forearm crutch)

113. A frame with four legs, often with wheels on the front two legs, used to provide a wide base of support for a child with poor balance is called a:

NODIA

9. (B) Clubfoot (Talipes Equinovarus)
Clubfoot, medically known as Talipes Equinovarus, is a classic congenital musculoskeletal deformity present at birth where an infant's foot is turned inward and downward. In contrast, conditions resulting from vehicular trauma, diabetic neuropathy, or cerebrovascular strokes represent acquired impairments that occur later in life following healthy prenatal and early postnatal development.

10. (B) A congenital genetic disorder
Osteogenesis Imperfecta is a congenital genetic disorder characterized by defective connective tissue, primarily affecting the synthesis of type I collagen. This condition causes extreme bone fragility, frequent low-impact fractures, skeletal deformities, and subsequent locomotor challenges, originating entirely from inherited or spontaneous gene mutations present right from fetal development and birth.

11. (A) Acquired locomotor disability needing barrier-free access and mobility support
Amputation resulting from a post-birth vehicular accident represents an acquired locomotor disability, as physical function was intact prior to trauma. Because upper body strength and cognitive functions remain fully preserved, the primary immediate educational response focuses on environmental adjustments, such as physical barrier-free school access, prosthetic accommodations, and mobility support.

12. (C) Muscular Dystrophy – Genetic Locomotor Disability
Muscular Dystrophy is a group of inherited genetic disorders characterized by progressive muscle weakness and breakdown of skeletal muscle fibers over time due to missing or defective structural proteins. Spina bifida is congenital rather than acquired, poliomyelitis is acquired via viral infection, and acid attack trauma represents an acquired structural disability.

13. (D) Spastic CP
Spastic Cerebral Palsy is the most prevalent form of cerebral palsy, resulting from damage to the motor cortex or pyramidal motor pathways. It is characterized by hypertonia, exaggerated deep tendon reflexes, stiff or tight muscle groups, and awkward movement patterns due to heightened velocity-dependent resistance during passive muscle stretching exercises.

14. (C) I, II, III and IV
Cerebral palsy is motorically categorized into spastic, athetoid or dyskinetic, ataxic, and mixed types. Spastic CP features hypertonia and muscle stiffness; athetoid CP involves involuntary, slow writhing movements due to basal ganglia damage; ataxic CP impairs balance and coordination through cerebellar damage; and mixed CP combines multiple clinical presentations simultaneously.

15. (A) Both A and R are true and R is the correct explanation of A
Ataxic cerebral palsy originates from non-progressive lesions in the cerebellum, the brain region responsible for integrating sensory perception, equilibrium, and motor control. Consequently, affected students experience unsteadiness, intention tremors, and impaired depth perception, directly causing significant difficulties when executing fine motor activities such as handwriting, buttoning clothing, or manipulating small tools.

16. (D) Hemiplegia
Hemiplegia is a topographical classification of cerebral palsy in which unilateral motor involvement occurs, affecting one sagittal half of the body. In hemiplegic cerebral palsy, the upper limb is typically more severely compromised in tone and coordination than the lower limb, stemming from damage to the contralateral cerebral hemisphere structure.

17. (A) Involvement primarily of both legs, with minimal or no arm involvement
Diplegia is a symmetrical topographical classification of cerebral palsy where motor impairment predominantly affects both lower extremities. While the legs experience significant spasticity, stiffness, and gait alterations, the arms and upper body are either completely unaffected or demonstrate only minor motor involvement, enabling relative preservation of manual manipulation task skills.

18. (C) Rickets
Rickets is a childhood metabolic bone disorder primarily caused by a deficiency of vitamin D, calcium, or phosphate. This nutritional lack impairs bone mineralization, leading to soft, weak bones that bend under weight-bearing pressure, resulting in bowlegs, knock-knees, structural

Click Here to Buy book on Amazon

Teaching and Research
(D) Swami Vivekanand National Institute for Rural Trainees and Rehabilitation

124. Which organization in India frequently collaborates with schools and institutes through ADIP camps to distribute free or subsidized assistive devices (like tricycles, wheelchairs, and calipers) to CWSN?
(A) NCERT (National Council of Educational Research)
(B) RCI (Rehabilitation Council of India, New Delhi)
(C) ALIMCO (Artificial Limbs Corporation)
(D) NCTE (National Council for Teacher Education)

125. How do specialized national institutes support special educators working in inclusive schools?
(A) They directly provide full financial funding and salaries for all special educators.
(B) They publish and print the primary state board textbooks for all inclusive schools.
(C) They issue official 10th and 12th board passing certificates specifically for CWSN.
(D) They offer short-term training, technical guidance, and customized devices.

126. When planning vocational training for an adolescent with a severe locomotor disability (e.g., wheelchair user with normal upper body function), which vocational domain is generally MOST appropriate and physically sustainable?
(A) Heavy manual agricultural work and field farming activities
(B) Physical construction work and heavy machinery operations on site
(C) Sedentary vocations like computer programming or tailoring
(D) Long-distance commercial truck driving and logistics transport

127. For a 16-year-old with moderate Intellectual Disability associated with Cerebral Palsy, the life-skills curriculum should heavily prioritize:
(A) Advanced algebraic formulas and complex theoretical equations
(B) Grooming, functional communication, and basic money skills
(C) Memorizing historical dates and events of ancient civilizations
(D) Advanced computer programming languages and software architecture

128. An adult with a severe physical and cognitive disability who cannot sustain employment in the competitive open market may work in a specialized environment where work is adapted and supervised. This is known as:
(A) Open employment
(B) Self-employment
(C) Freelance employment
(D) Sheltered employment

129. Vocational Rehabilitation Centres (VRCs) for persons with disabilities provide which of the following core services?
(A) Evaluation of capacities, vocational training, and placement
(B) Comprehensive medical diagnosis and treatment of newly emerging diseases
(C) Issuing specialized motor driving licenses for modified personal vehicles
(D) Conducting standardized primary school annual academic examinations

130. Transition planning (moving from school to post-school life) typically becomes a formal part of the Individualized Education Program (IEP) / Individualized Transition Plan (ITP) for a CWSN starting around the age of:
(A) 3 to 5 years
(B) 6 to 8 years
(C) 14–16 years
(D) 21 years and above

131. Which of the following is NOT a core component of a comprehensive Transition Plan for a student with Cerebral Palsy?
(A) Reversing the neurological brain damage
(B) Independent living skills training
(C) Employment or vocational training goals
(D) Post-secondary education planning

132. Effective transition planning for a student with a locomotor disability requires "Inter-agency collaboration." This means:
(A) The school administration works entirely in isolation without any outside interference.
(B) Only multiple medical doctors and surgeons collaborate together on physical surgery.
(C) The student is continuously transferred between different schools every single year.
(D) The special educator collaborates with vocational and welfare services.

NODIA

or incomplete loss of muscle movement, where some functional control remains. In contrast, the suffix "-plegia" signifies total motor paralysis or complete loss of voluntary muscle movement in the affected anatomical regions, regardless of whether the condition is congenital or acquired.

29. (D) Muscular Dystrophy
A waddling gait, frequent falls, and Gowers' sign—where a child uses their hands to "walk up" their own thighs to achieve a standing position—are classic clinical indicators of proximal muscle weakness. These specific motor symptoms strongly point toward Duchenne Muscular Dystrophy, requiring immediate referral to a specialist for neurological and genetic evaluation.

30. (C) Spasticity – Increased muscle tone and resistance to stretch
Spasticity is characterized by hypertonia, involving velocity-dependent resistance to passive stretching and increased muscle tone. Conversely, hypotonia represents pathologically low muscle tone resulting in flaccidity or floppiness. Athetosis involves involuntary, slow, writhing movements rather than smooth motor coordination, making spasticity the correctly paired description of elevated muscle tone in cerebral palsy.

31. (B) Clonus
Clonus is a series of involuntary, rhythmic, reflex-propagated muscle contractions and relaxations triggered by sudden stretch, commonly observed in severe spastic cerebral palsy due to upper motor neuron lesions. In contrast, flaccidity involves complete lack of muscle tone, while atrophy and hypertrophy refer to structural decreases or increases in muscle tissue volume.

32. (D) I and II
Fine motor impairments in cerebral palsy significantly hinder functional tool manipulation, making pincer grasp execution difficult for pencil use and causing erratic keystrokes on standard keyboards due to involuntary movements. However, fine motor difficulties are highly variable across different CP types and severity levels, rather than being uniform across all affected individuals.

33. (A) Rapid, progressive muscle wasting
Cerebral palsy is a static, non-progressive neurological condition caused by brain damage that does not cause rapid, ongoing muscle tissue wasting over time. Rapid progressive muscular degeneration is characteristic of muscular dystrophies. CP primarily manifests through abnormal muscle tone, primitive reflex retention, postural control deficits, and persistent movement coordination difficulties throughout growth.

34. (C) Strabismus (Squint)
Strabismus, commonly known as squint, is an ocular misalignment frequently observed in children with cerebral palsy. It occurs because the neurological brain damage affecting body motor control often extends to extraocular muscles controlling eye alignment, leading to impaired binocular vision, depth perception difficulties, and reduced visual tracking performance during educational classroom activities.

35. (A) I, II, III and IV
Because cerebral palsy results from brain injury during critical early developmental windows, damage frequently extends beyond motor pathways to adjacent cerebral structures. Consequently, individuals with CP frequently present with associated non-motor conditions, including seizure disorders, speech and dysarthric language impairments, sensorineural or conductive hearing loss, and varying degrees of intellectual disability.

36. (D) Dysarthria
Dysarthria is a motor speech disorder characterized by slurred, slow, or uncoordinated speech, resulting from neurological weakness or poor coordination of the muscles involved in respiration, phonation, and articulation. In cerebral palsy, dysarthria affects speech execution, whereas aphasia relates to language processing, dyslexia to reading, and echolalia to repetitive speech patterns.

37. (B) Provide a bib and consult an SLP for oral-motor exercises
Drooling in cerebral palsy stems from poor oral-motor muscle control, infrequent swallowing, or head posture deficits rather than excess saliva production. A professional special educator maintains dignity by providing absorbent bibs or clothing protection while collaborating with a speech-language pathologist to implement targeted oral-motor strengthening, posture control, and swallowing therapy.

Downloaded from www.pdf.tube

avoiding unnecessary fatigue. Reducing academic content, removing mobility aids, or allowing missed instruction fails to address the underlying physical barrier effectively and equitably.

56. (A) Poor independent walking balance – Provision of a Rollator (Walker)
A rollator walker provides a broad base of support and stability, directly assisting individuals with poor walking balance to ambulate safely. Corner chairs are used for indoor trunk support rather than long-distance travel, AFOs assist foot positioning rather than toilet transfers, and axillary crutches require significant upper body strength rather than fine motor control.

57. (B) I, II and IV
Proper mobility support requires professional fitting of assistive aids, adequate wheelchair seat cushioning to prevent ischemic pressure ulcers, and clear classroom pathways to enable safe navigation. Discouraging independent mobility restricts autonomy and physical development; inclusive practices explicitly encourage safe, independent movement to foster personal confidence and functional independence across all school environments.

58. (B) Eye-hand coordination
Eye-hand coordination refers to the complex neurological ability to process visual perceptual information and synchronize it with fine motor movements of the hands and fingers. This essential skill enables individuals to guide their hands precisely during motor-based educational activities, including handwriting, cutting with scissors, drawing, buttoning clothing, and catching objects.

59. (A) I and III
Threading small beads on string and manipulating cotton balls with tongs require precise small muscle movements of the fingers and hands, directly promoting fine motor dexterity and visual-motor control. Throwing or catching a large therapy ball engages large muscle groups of the arms and torso, classifying it as a gross motor exercise rather than a fine motor activity.

60. (C) Present materials at the child's midline
The Asymmetrical Tonic Neck Reflex is triggered when a child turns their head to one side, causing extension of the arm on that side and flexion of the opposite arm. Presenting visual and instructional materials directly at the child's midline minimizes head turning, suppressing reflex activation and promoting stable, bilateral hand control during learning tasks.

61. (D) Reaching across the middle of the body with limbs
Midline crossing is the motor ability to reach across the imaginary sagittal center line of the body with the limbs to perform activities on the opposite side. It requires effective interhemispheric communication in the brain and is essential for developing functional handwriting, spatial awareness, reading directional tracking, and complex motor coordination skills.

62. (C) Lowering a basketball hoop or using a lighter ball
Adapted Physical Education modifies sports equipment, rules, or environments so students with physical disabilities can participate actively alongside peers. Lowering a basketball hoop or using lighter, textured balls accommodates reduced strength and mobility. Excluding students, providing passive academic worksheets, or enforcing unmodified standard rules prevents meaningful inclusion in physical education activities.

63. (B) Pushing the child to experience severe stretch pain
Safety in Adapted Physical Education requires respecting joint limits and avoiding forced stretching that causes severe pain, which can induce muscle spasms, tissue injury, or joint dislocations. Safe practices require evaluating balance risks, accommodating environmental temperature factors to prevent physical exhaustion, and appropriately modifying equipment size, weight, and grip textures for comfortable participation.

NODIA

64. (D) Promote physical activity, fitness, and safe recreation
The fundamental objective of Adapted Physical Education is to encourage lifelong physical activity, build functional physical fitness, enhance motor skills, and ensure enjoyable, safe recreational participation for students with disabilities. It aims to maximize individual physical potential and inclusive participation rather than elite athletic competition, medical therapy delivery, or forcing identical non-disabled motor achievements.

ensures a holistic, coordinated intervention plan tailored to the child's needs.

47. (B) Screening -> Medical Diagnosis & Certification -> Educational Assessment -> IEP Development
Service delivery begins with initial screening to identify motor difficulties, followed by formal medical evaluation for diagnosis and statutory disability certification. Once certified, comprehensive educational assessments determine functional strengths and academic barriers, providing the necessary empirical foundation to draft and implement an individualized education program tailored to the student's unique needs.

48. (D) A notified Medical Board
In India, under the Rights of Persons with Disabilities Act of 2016, official disability certificates and Unique Disability ID cards are legally issued exclusively by a government-notified Medical Board. This board consists of authorized medical specialists, including orthopedic surgeons or neurologists, who evaluate physical impairment percentages according to standardized governmental guidelines.

49. (A) Inform parents and facilitate a medical referral for evaluation.
When a student shows persistent motor instability, developmental delays, or asymmetrical posture, a special educator should immediately inform parents and facilitate a formal referral to a qualified medical specialist. Special educators cannot independently diagnose progressive conditions or administer cognitive IQ tests as an initial diagnostic step, nor should they ignore observable physical symptoms.

50. (A) Both A and R are true and R is the correct explanation of A
Universal Design principles advocate for creating physical environments, products, and facilities accessible to everyone without requiring retrofitted modifications. Installing built features like ramps and accessible washrooms fulfills Universal Design by providing seamless physical accessibility for students with locomotor disabilities, while simultaneously benefiting pregnant teachers, elderly staff, and individuals carrying heavy school equipment.

51. (C) 1:12
Under the Harmonised Guidelines and Space Standards for Barrier Free Built Environment in India, the standard maximum recommended slope gradient for a self-propelled wheelchair ramp is 1:12. This specific incline ensures that wheelchair users can navigate ramps independently and safely without encountering excessive physical strain, tipping risks, or hazardous downward acceleration.

52. (D) I and II
Barrier-free environmental design mandates widening doorways to accommodate wheelchair clearance and installing slip-resistant flooring in corridors to prevent accidental falls. Raising water fountains and washbasins out of reach creates physical barriers rather than accessibility; these fixtures must be placed at lowered, reachable heights to ensure full independent usability for students with locomotor disabilities.

53. (B) Shift the student's classes and library to the ground floor
Shifting the student's classroom, subject facilities, and accessible library services to the ground floor provides an immediate, cost-effective, and practical administrative accommodation in multi-story buildings lacking elevators. Advising transfer, relying on manual carrying up staircases, or exempting the student from physical classes violates inclusive education mandates and compromises student safety and dignity.

54. (C) Physiotherapist
Physiotherapists specialize in gross motor movement, joint range of motion, muscle tone management, and postural alignment. Special educators collaborate directly with physiotherapists to incorporate routine stretching, proper positioning, and movement strategies within the school environment, successfully preventing physical joint contractures, skeletal deformities, and severe motor regression in students with cerebral palsy.

55. (D) Provide a wheelchair for long distances to conserve energy
Fatigue management in spina bifida is critical for maintaining academic focus throughout the school day. Utilizing a manual or powered wheelchair for long-distance mobility conserves physical energy for classroom tasks while

Click Here to Buy book on Flipkart

38. (A) Both A and R are true and R is the correct explanation of A
Cerebral palsy is fundamentally a motor disorder caused by damage to brain regions governing movement, such as the motor cortex, cerebellum, or basal ganglia. Because these motor areas can be damaged independently of cognitive association areas, physical impairment severity does not correlate directly with intelligence, allowing many children with CP to exhibit intact cognitive functioning.

39. (D) Motor and speech limits can mask cognitive potential, requiring adapted assessments.
Severe physical motor impairments and lack of expressive speech often prevent children with cerebral palsy from completing standard motor-dependent or verbal IQ tests. When alternative, low-motor response modes like eye-gaze selection are utilized, students can demonstrate intact cognitive reasoning, proving that motor limitations mask intellectual potential and necessitate adapted non-verbal assessment methodologies.

40. (A) Their cognitive profiles are generally similar to non-disabled peers.
Individuals with isolated locomotor disabilities, such as post-polio paralysis or traumatic limb amputations, experience motor or structural impairments without central nervous system brain damage. Consequently, their intellectual capabilities, cognitive processing speed, academic learning profiles, and general mental aptitudes are entirely comparable to those of their non-disabled age peers in general education settings.

41. (B) The test is motor-biased and fails to reflect true cognitive ability.
Standardized timed tests requiring fine motor speed and block manipulation inherently penalize individuals with motor impairments like spastic hemiplegia. Poor performance on such timed tasks reflects motor execution constraints rather than underlying cognitive deficits, demonstrating that the assessment tool is motor-biased and invalid for accurately measuring the student's actual cognitive reasoning capacity.

42. (B) Learned Helplessness
Learned helplessness occurs when individuals with physical disabilities experience overprotective environments or continuous task intervention, leading them to believe that their actions have no impact on success. Consequently, they lose self-efficacy, become excessively dependent on caregivers, stop attempting solvable tasks independently, and assume personal passivity across daily academic and social activities.

43. (A) I and III
Fostering socio-emotional well-being requires encouraging autonomy and social participation. Assigning manageable classroom tasks promotes self-efficacy, and facilitating involvement in adapted extracurricular activities builds peer relationships and self-confidence. Conversely, routinely completing tasks for students reinforces dependence, impedes skill acquisition, and fosters learned helplessness, counteracting positive socio-emotional development in inclusive environments.

44. (C) Focusing exclusively on their physical limitations during meetings
Focusing exclusively on physical limitations during planning meetings highlights deficits rather than abilities, damaging personal self-worth and fostering feelings of inadequacy. Conversely, supporting self-advocacy, highlighting creative or academic successes, and providing exposure to successful disabled adult role models systematically builds self-esteem, self-efficacy, and a positive personal identity in adolescents with physical disabilities.

45. (D) Design a modified inclusive game and teach peers the new rules.
Designing modified inclusive games and educating peers on adapted rules ensures meaningful social inclusion and equal participation during recess. Excluding the student, forcing peer compliance through punishment, or creating isolated paraprofessional play activities fails to foster genuine social integration, peer acceptance, or collaborative play dynamics within an inclusive school environment.

NODIA

46. (C) I, II, III and IV
Comprehensive management of cerebral palsy requires a multidisciplinary team assessment. Orthopedic surgeons evaluate joint deformities; special educators design academic adaptations; physiotherapists address gross motor function and mobility; and clinical psychologists evaluate cognitive and emotional development. Collaborative input from all these professionals

65. (A) Allow a bounce before hitting and permit catching the ball
Allowing the ball to bounce once before being struck or permitting catching modifies gameplay dynamics to accommodate reduced mobility, enabling wheelchair users to participate fully and equitably in volleyball. Relegating the student to scorekeeping, forcing peers to play on their knees, or introducing heavy medicine balls restricts active engagement or disrupts game safety.

66. (C) 90-90-90 rule (hips, knees, ankles at 90 degrees)
The 90-90-90 positioning rule is a foundational principle of adaptive seating for individuals with motor impairments. Maintaining hips, knees, and ankles at right angles provides maximum postural stability, distributes weight evenly across the pelvis and thighs, reduces spasticity, prevents structural deformities, and optimizes upper body fine motor control during educational classroom tasks.

67. (A) I and II
Inadequate seating and poor postural alignment in children with cerebral palsy exacerbate physical tone abnormalities, trigger involuntary primitive reflex patterns, compress internal organs, and restrict diaphragmatic movement, thereby impairing respiration and swallowing. Far from enhancing motor control, poor seating increases fatigue and destabilizes upper body control, severely degrading fine motor handwriting performance.

68. (D) To prevent sliding forward and reduce leg scissoring
An abductor wedge or pommel positioned between the knees maintains proper hip alignment by preventing adduction and internal rotation, commonly referred to as leg scissoring in spastic cerebral palsy. It prevents the child's pelvis from thrusting forward, helping maintain an upright, stable seated posture and preventing physical slipping from adaptive chairs.

69. (B) A tilt-in-space wheelchair
A tilt-in-space wheelchair permits the seat frame to tilt backward relative to the ground while maintaining fixed hip, knee, and ankle angles. This orientation uses gravity to keep the child's trunk and head supported against the backrest, preventing forward slumping, reducing physical fatigue, relieving pressure points, and stabilizing posture for children with weak trunk control.

70. (C) Using a rubber pencil grip or a thickened pencil
Using a rubber pencil grip or an enlarged, thickened pencil increases the surface area for grasping, reducing the finger flexion force required to hold the writing tool. This simple, non-invasive adaptation alleviates muscular fatigue, counteracts fine motor weakness or mild spasticity, and improves handwriting legibility without unnecessarily removing written communication opportunities.

NODIA

71. (D) Provide a speech-to-text software or a human scribe
For a student with preserved cognitive and verbal abilities but severe motor impairments preventing manual handwriting or typing, speech-to-text software or a trained human scribe provides an appropriate accommodation. It bypasses physical motor limitations, allowing the student to demonstrate academic knowledge and essay-writing skills fully without lowering academic standards or altering content.

72. (A) Using a smaller, thinner pencil
Thinner pencils require fine finger dexterity and strong pinch force, which increases muscle strain and difficulty for individuals with poor motor control. Conversely, slant boards optimize wrist positioning, weighted pens stabilize hand tremors, and graph paper provides visual spatial structure, making all of them effective adaptations for fine motor writing difficulties.

73. (B) I, II, III and IV
Advanced technology-based writing alternatives provide essential access for students with severe physical impairments. Voice recognition bypasses manual input, word prediction minimizes required keystrokes, keyguard overlays stabilize finger placement on physical keys, and eye-tracking systems allow individuals with total limb paralysis to type efficiently using direct visual fixations on virtual screens.

74. (B) Allow extra wait-time for their response without interrupting
Dysarthria affects the motor execution of speech, making spoken responses slow and physically effortful without impairing language processing. Providing sufficient wait-time allows the student

to complete their thoughts independently. Interrupting, speaking unnecessarily loud, answering prematurely, or constantly correcting minor speech errors heightens frustration, undermines confidence, and restricts communicative autonomy in inclusive settings.

75. (A) I and II
Establishing reliable non-verbal signals like head nods or eye blinks and introducing visual communication boards are effective strategies that empower non-speaking students with cerebral palsy to express choices actively. Limiting speech opportunities to avoid embarrassment isolates the student, reinforces passive learning, and violates fundamental principles of inclusive special education and communication rights.

76. (C) Speech-Language Pathologist
Speech-Language Pathologists possess specialized expertise in evaluating and treating speech motor disorders, oral-motor mechanics, swallowing safety, and alternative communication methods. Special educators collaborate directly with speech-language pathologists to design oral-motor therapy regimens, improve speech clarity, and select appropriate augmentative and alternative communication devices tailored to a child's needs.

77. (D) Ask them to repeat slowly or use their communication board.
Asking a student to repeat their message slowly or switch to their augmentative communication board validates their communicative intent while seeking clarity respectfully. Dismissing the student, pretending to understand, or stating that their speech is inadequate damages self-worth, destroys rapport, and discourages future classroom communication efforts.

78. (C) Low-tech: Picture Book ; High-tech: Speech Device
Augmentative and alternative communication systems are divided into low-tech and high-tech options. Low-tech solutions do not require batteries or electronic circuitry, exemplified by non-electronic picture communication books. High-tech systems incorporate digital technology, computerized voice output generation, and electronic interfaces to synthesize speech and store vast communication vocabularies for non-verbal individuals.

79. (B) An Augmentative and Alternative Communication system
The Picture Exchange Communication System is a structured, low-tech augmentative and alternative communication strategy. It teaches non-verbal individuals or those with severe speech deficits to initiate communication by handing picture cards representing desired items or concepts to a communicative partner, thereby promoting functional expressive language across academic and daily environments.

80. (D) Scanning
Scanning is an indirect access method used in augmentative communication when severe motor impairments prevent direct pointing. The communication device automatically highlights choices sequentially across rows or items, and the user activates a single switch using available body movements, such as a head tilt, to select the desired target when highlighted.

81. (A) Introducing AAC hinders natural speech development.
Research demonstrates that introducing augmentative and alternative communication does not impede speech development; rather, it often reduces communicative frustration, supports language acquisition, and encourages verbal attempts. AAC can be temporary or permanent, encompasses low-tech and high-tech tools, and incorporates non-verbal gestures, making the assumption that AAC hinders speech entirely false.

82. (C) I and II
Physiotherapists focus primarily on gross motor functions, structural body alignment, muscle strengthening, balance training, gait correction, and prescribing mobility aids like wheelchairs, crutches, or walkers. Training in fine motor daily living activities, such as independent buttoning, dressing, and eating utensil management, falls under the specialized domain of occupational therapy.

83. (A) Fine motor skills, sensory processing, and independent school participation
In educational settings, occupational therapy focuses on fine motor dexterity, upper limb control, sensory integration, visual-motor adaptation, and daily living skills. Occupational therapists modify classroom tools and environments to support self-care, handwriting,

Downloaded from www.pdf.tube

tool manipulation, and independent participation, whereas physiotherapists address gross motor mobility and medical practitioners handle pharmacotherapy or neurological pathology diagnosis.

84. (D) Occupational Therapist
Occupational therapists possess specialized clinical training to evaluate fine motor coordination, hand grasp patterns, oral-motor feeding mechanics, and self-care routines. A student struggling with utensil manipulation during mealtime or buttoning clothing after washroom use benefits directly from occupational therapy interventions, including adaptive equipment selection, hand-strengthening exercises, and task-specific skill training.

85. (B) Physiotherapist
Physiotherapists are qualified healthcare professionals who design and execute passive stretching routines to maintain soft tissue elasticity and manage hypertonia in cerebral palsy. They evaluate muscle length, prevent joint contractures, and prescribe orthotic devices like ankle-foot orthoses to ensure proper alignment, joint stability, and optimal functional mobility for affected children.

86. (C) Grab bars/rails near the toilet seat
Under standard accessibility guidelines, accessible washrooms require robust grab bars mounted beside the toilet seat to support safe transfers and balance for individuals with locomotor disabilities. Narrow doors, entrance steps, and excessively elevated toilet seats create severe physical barriers, preventing safe access and independent usability for wheelchair users and ambulatory students using mobility aids.

87. (D) Loose gravel or sand
Loose gravel, unpaved sand, or soft uneven ground surfaces sink under weight, creating immense rolling resistance that stops wheelchair wheels and destabilizes crutch tips. Safe, accessible outdoor pathways must consist of smooth, firm, level, non-slip paving, supplemented by adequate continuous lighting and tactile directional elements for individuals with sensory impairments.

88. (A) I and II
Accessible staircases for ambulant children with motor impairments require continuous handrails on both sides to provide balance support and high-contrast tactile edge markings on step risers for visual safety. Open risers create dangerous gaps where foot tips or crutches can catch, posing severe tripping hazards, and are strongly discouraged in barrier-free design standards.

89. (B) 900 mm (36 inches)
Standard accessible building design specifications mandate a minimum clear door opening width of 900 millimeters, or 36 inches. This dimension provides adequate clearance for standard manual and motorized wheelchairs to pass through easily without catching the user's hands or the wheelchair frame on door jambs or surrounding hardware.

90. (B) Profile height should not cause tripping or obstruct wheels.
While tactile paving provides visual and orientation guidance for visually impaired individuals, its raised surface profile must be carefully standardized. Excessively high profiles can catch small caster wheels of wheelchairs, cause instability for users with crutches, or present tripping hazards for individuals with unsteady gaits, requiring low-profile, compliant installation.

91. (A) Height-adjustable tables with clear knee space underneath
Height-adjustable tables featuring open, clear space underneath allow wheelchair armrests and footplates to slide under the surface smoothly, enabling proper ergonomics and comfortable working proximity. Sideways seating, lap clipboards, or forcing students out of specialized supportive wheelchairs compromises posture, causes physical discomfort, and prevents functional writing and learning setups.

92. (C) It brings the child closer to work while supporting arms and trunk.
A cut-out table features a curved inset along its front edge that wraps around the student's torso. This structural design permits the child to slide closer to the desktop surface, supporting the forearms, stabilizing the shoulder girdle, and improving upright trunk control for children with motor instability during classroom activities.

NODIA

93. (D) Aisles between desks are widened and kept free of bags and clutter.
Ensuring widened classroom aisles free from loose backpacks and clutter provides safe, unobstructed transit routes for students navigating with wheelchairs or walkers. Placing desks far in the back, facing walls, or packing furniture tightly isolates the student, restricts mobility, or creates physical hazards, violating inclusive environment principles.

94. (C) Circle of Friends
Circle of Friends is a structured peer-mediated intervention that mobilizes a supportive group of classmates to interact with and assist a student with a disability. This peer network promotes social inclusion, facilitates natural transitions, assists during unstructured times like lunch or recess, and prevents isolation by fostering genuine friendships within inclusive schools.

95. (B) Empathy promotes understanding and equality, whereas sympathy stems from pity.
Empathy fosters deep mutual understanding, respect, and equality by encouraging peers to appreciate a disabled classmate's perspective and shared human dignity. In contrast, sympathy stems from feelings of pity or superiority, which reinforces social distance, condescension, and passivity, working against true inclusive educational principles and equal social standing.

96. (D) Assign roles based on strengths like timekeeper or presenter.
Inclusive group learning involves assigning meaningful collaborative roles tailored to individual strengths, such as timekeeper, spokesperson, or project recorder, ensuring equal contribution regardless of motor limitations. Assigning passive observer status, exempting students entirely, or grading groups solely on inaccessible physical tasks excludes disabled students and reinforces social marginalization.

97. (A) A peer-mediated support strategy
The Buddy System is an established peer-mediated educational strategy where a non-disabled peer is paired with a student with a disability to assist with mobility, transitions, organizational tasks, and social engagement. It promotes cooperative learning, social integration, and mutual personal growth without relying strictly on adult paraprofessional management.

98. (C) 60 minutes
Official examination guidelines in India mandate compensatory time for candidates with benchmark disabilities at the standard rate of 20 minutes per hour of examination. Consequently, for a standard 3-hour written examination, eligible students are granted a total of 60 minutes of compensatory extra time to complete their assessment tasks.

99. (A) The scribe should be one grade junior or meet board criteria to prevent advantage.
Official examination regulations mandate that an authorized scribe or amanuensis must meet specific board eligibility criteria, often being a student from a lower academic grade level or non-subject background. This requirement ensures the scribe transcribes the candidate's dictated responses verbatim without providing unauthorized subject guidance or academic advantage.

100. (D) Allowing the student to type answers on a secured computer.
Modern inclusive assessment guidelines permit candidates with severe motor limitations to type examination responses using a secured, offline computer equipped with basic word processing software. This accommodation preserves academic rigor while bypassing hand fatigue, illegible writing, or dependence on scribes, enabling the direct, independent demonstration of academic subject knowledge.

101. (B) Provision of a calculator for non-cognitive motor disability
Reasonable examination accommodations match specific functional deficits. A motor disability affects physical movement rather than mathematical computation abilities; therefore, providing a calculator is not an authorized adaptation for isolated locomotor impairment unless a concurrent dyscalculia or cognitive deficit exists. Approved accommodations include scribes, compensatory extra time, and adaptive seating setup.

102. (C) Allocating ground-floor exam rooms near accessible washrooms
Ensuring physical accessibility during examinations requires placing students with mobility impairments in ground-floor examination rooms located near accessible washroom facilities. Isolating students in remote

Click Here to Buy book on Amazon

buildings, placing them on upper floors without elevators, or requiring staircase navigation causes unnecessary fatigue, stress, and physical access barriers, compromising examination performance and equity.

103. (D) Allow supervised stretching breaks and compensate lost time.
For students with spasticity or muscle conditions, prolonged sitting can trigger muscle spasms and severe pain. Exam guidelines allow invigilators to grant brief, supervised physical movement or stretching breaks, stopping the exam clock during breaks and compensating the exact lost time, ensuring equity without compromising testing integrity.

104. (A) Seat the student in a separate quiet room.
Administering examinations in a separate, quiet room accommodates candidates whose involuntary movements, vocalizations, or adaptive equipment usage might create mutual distractions in a general hall. This reasonable accommodation preserves a calm testing environment for all candidates while respecting the candidate's dignity, reducing anxiety, and ensuring optimal testing focus.

105. (B) Neurological hypertonia and motor impairment
Spastic cerebral palsy involves elevated muscle tone, hypertonia, and impaired fine motor control, causing affected individuals to grip writing instruments tightly and expend immense physical effort to produce written text slowly. Invigilators must understand that slow writing speed stems directly from underlying neurological motor pathology rather than poor preparation or defiance.

106. (B) Manual, self-propelled Wheelchair
For a student with paraplegia who possesses intact, strong upper body function, a manual self-propelled wheelchair with large rear wheels equipped with push rims is most appropriate. It builds upper body endurance, fosters physical independence, allows active navigation of accessible environments, and avoids unnecessary reliance on power assistance or attendants.

107. (A) A motorized wheelchair operated by joystick or head switch
Quadriplegic cerebral palsy involves severe motor involvement across all four limbs, preventing manual wheelchair propulsion or crutch usage. Independent mobility in accessible environments is best achieved through a powered motorized wheelchair controlled via customized interfaces, such as a low-resistance joystick, chin control, or specialized electronic head switches.

108. (C) Standing Frame
A standing frame is an adaptive device that supports a child with severe physical impairment in an upright, weight-bearing standing posture. Regular weight-bearing in a standing frame improves bone mineral density, prevents muscle contractures, assists bowel and bladder function, promotes hip joint development, and facilitates eye-level social interaction with peers.

109. (D) Outdoor commuting over longer distances
Hand-propelled tricycles provided through disability assistance programs are engineered specifically for outdoor mobility over longer distances across community roads and pathways. Their structural dimensions, wide turning radius, and length make them unsuitable for indoor classroom spaces, fine motor exercises, or structural spinal corrections, focusing strictly on community transport.

110. (C) To maintain foot position, prevent foot drop, and provide stability
An Ankle Foot Orthosis is a rigid or semi-rigid molded plastic brace supporting the lower leg and foot. Its primary medical purpose is to stabilize the ankle joint, correct equinus or foot drop deformities, maintain functional alignment, and improve heel-strike gait stability during standing and walking activities.

NODIA

111. (B) KAFO (Knee Ankle Foot Orthosis)
A Knee Ankle Foot Orthosis is a full-leg orthotic brace extending from the thigh across the knee, calf, and foot. By incorporating a locking knee joint mechanism, a KAFO provides structural stability and weight-bearing support for individuals with severe quadriceps weakness, paralysis, or post-polio residual muscle instabilities during standing and walking.

112. (D) Elbow crutch (Forearm crutch)
Forearm crutches, also known as elbow crutches, feature a plastic cuff that fits around the forearm and a handgrip, requiring less upper body lifting force while transferring weight through the forearm. This structural design

eliminates pressure on axillary nerves under the arms, significantly reducing long-term nerve compression risks associated with standard axillary crutches.

113. (A) Rollator / Walker
A rollator or adaptive walker is a four-legged frame providing a broad, stable base of support for individuals with balance deficits, lower limb weakness, or unsteady gaits. Front wheels facilitate smooth forward movement without requiring the user to lift the entire frame, enhancing indoor and outdoor walking security and independence.

114. (C) Corner chair
A corner chair features two backrests meeting at a right angle, creating a specialized V-shaped support structure. This design Protracts the child's shoulders forward, prevents neck hyperextension, keeps the head aligned at midline, and provides essential lateral trunk stability for young children with severe trunk hypotonia or cerebral palsy.

115. (A) It includes straps, tray, pommel, and footrests to maintain posture.
An adaptive CP chair for educational settings integrates multiple positioning supports, including adjustable chest harnesses, pelvic straps, an abductor pommel, adjustable footrests, and a detachable activity tray. These combined features stabilize the trunk, align the lower extremities, maintain symmetrical posture, and facilitate active visual and fine motor classroom engagement.

116. (D) To promote head control, weight-bearing, and free hands for play.
Placing a child with cerebral palsy in a prone position over a triangular positioning wedge encourages active neck and upper trunk extension, promoting head control and forearm weight-bearing. This therapeutic posture breaks up abnormal extensor patterns, stabilizes the shoulder girdle, and frees the child's hands for playing, reaching, and educational activities.

117. (B) To facilitate a functional grasp for fine motor weakness
Adapted pencil grips, such as bulbous or triangular rubber sleeves, increase the grasping surface area and guide finger placement into an efficient tripod grasp. This adaptation reduces required muscle pinch force, alleviates hand fatigue, compensates for fine motor weakness or spasticity, and stabilizes pencil control during handwriting activities.

118. (C) A Keyguard overlay
A keyguard is a sturdy plastic or metal plate featuring isolated holes over each individual key on a computer keyboard. It allows students with erratic hand movements or tremors to slide their hands across the surface and press specific target keys without accidentally striking adjacent keys, greatly improving typing accuracy.

119. (D) Trackball mouse
A trackball mouse consists of a stationary base housing a large exposed ball that the user rotates directly using fingers, palm, or thumb to maneuver the screen cursor. Because the unit base remains completely stationary, it eliminates the need for gross arm movements required by standard mice, aiding users with fine motor weakness.

120. (A) Act as a single-button interface for selection and control
A Jelly Bean Switch is a durable, low-profile single-button switch that serves as an adaptive access interface for individuals with severe physical impairments. Activating the switch sends an electronic signal to operate adapted toys, environmental control units, speech-generating devices, or computer scanning software through simple, reliable body movements.

121. (B) On-Screen Keyboard
An On-Screen Keyboard is a built-in accessibility software utility that displays a virtual keyboard on the computer screen. Users can input text and execute commands using a mouse, trackball, or head-tracker to click on virtual keys, providing complete typing functionality for individuals unable to manipulate physical hardware keyboards.

122. (B) SVNIRTAR (Cuttack)
Swami Vivekanand National Institute of Rehabilitation Training and Research, located in Olatpur, Cuttack, Odisha, is an autonomous national institute under the Ministry of Social Justice and Empowerment. It specializes specifically in medical rehabilitation, surgical interventions, physical therapy training, orthotic

Downloaded from www.pdf.tube

prosthetic research, and comprehensive care for locomotor disabilities.

123. (A) Swami Vivekanand National Institute of Rehabilitation Training and Research
SVNIRTAR expands officially to Swami Vivekanand National Institute of Rehabilitation Training and Research. Situated in Odisha, it functions as a premier national institution dedicated to providing comprehensive medical treatment, human resource development, specialized rehabilitation services, and research advancement in the field of locomotor and musculoskeletal disabilities.

124. (C) ALIMCO (Artificial Limbs Corporation)
Artificial Limbs Manufacturing Corporation of India is a public sector enterprise operating under the Ministry of Social Justice and Empowerment. ALIMCO manufactures high-quality prosthetics, orthotics, wheelchairs, tricycles, and walking aids, collaborating with institutions through Assistance to Disabled Persons for Purchase/ Fitting of Aids and Appliances camps to distribute devices.

125. (D) They offer short-term training, technical guidance, and customized devices.
Specialized national institutes support inclusive school educators by conducting short-term professional development workshops, providing technical expertise on disability management, manufacturing customized assistive devices, and offering instructional resources. They empower special educators to implement evidence-based accommodations, physical adaptations, and barrier-free modifications effectively in general education settings.

126. (C) Sedentary vocations like computer programming or tailoring
Vocational planning for adolescents with severe lower limb locomotor disabilities and preserved upper body function emphasizes sedentary, desk-based professions such as computer programming, digital design, tailoring, or administrative tasks. These vocations align with the individual's physical abilities, eliminate standing or heavy lifting demands, and provide long-term career sustainability in accessible work environments.

127. (B) Grooming, functional communication, and basic money skills
For a student presenting with dual physical and intellectual impairments, the life-skills curriculum prioritizes functional daily living skills. Focus areas include personal grooming, hygiene, self-feeding, expressive functional communication, basic financial transactions, and community safety skills, which directly maximize personal independence and quality of life rather than abstract, highly theoretical academic subjects.

128. (D) Sheltered employment
Sheltered employment refers to a specialized, protective work environment designed for individuals with severe physical or cognitive disabilities who face significant barriers to competitive open-market employment. In sheltered workshops, tasks are simplified, working hours are flexible, adaptive equipment is integrated, and ongoing supervisory support is provided to foster meaningful vocational productivity.

NODIA

129. (A) Evaluation of capacities, vocational training, and placement
Vocational Rehabilitation Centres, now functioning as National Career Service Centres for Differently Abled, assess the functional capacities of persons with disabilities, provide vocational evaluation, offer skill training, and facilitate job placement. They assist individuals in achieving economic independence by matching residual abilities to suitable open, self, or sheltered employment opportunities.

130. (C) 14–16 years
Formal transition planning within an Individualized Education Program typically begins between the ages of 14 and 16 years. Initiating transition planning during mid-adolescence ensures sufficient time to evaluate vocational aptitudes, develop independent living skills, coordinate inter-agency support, and prepare the student systematically for post-secondary education, vocational training, or adult employment.

131. (A) Reversing the neurological brain damage
Transition planning focuses on post-school outcomes, independent living goals, post-secondary education opportunities, and vocational skill acquisition for students with cerebral palsy. Reversing brain lesions is

33. Consider the following statements regarding the cognitive characteristics of individuals with intellectual disabilities:
I. They often have difficulty with abstract thinking and rely more on concrete concepts.
II. Their rate of learning is generally slower than that of their typically developing peers.
III. They usually possess advanced incidental learning skills, picking up information effortlessly from their surroundings.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

34. In terms of attention characteristics, individuals with intellectual disabilities frequently exhibit difficulty with "selective attention." This means they struggle to:
(A) Sustain continuous alertness and active vigilance over extended 24-hour daily cycles.
(B) Rapidly shift visual attention from one physical location or spatial cue to another.
(C) Focus on relevant task features while actively ignoring distracting, irrelevant stimuli.
(D) Maintain visual tracking and focused attention on fast-moving physical objects.

35. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): Teachers should use hands-on materials and real-life objects when teaching mathematical concepts to students with intellectual disabilities.
Reason (R): Students with intellectual disabilities generally have profound deficits in abstract reasoning and benefit from concrete instructional approaches.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

36. Regarding language development in children with intellectual disabilities, which of the following is a commonly observed pattern?
(A) Expressive language typically develops faster than receptive language.
(B) Language milestones are achieved at the same chronological age as typically developing peers but with limited vocabulary.
(C) They exclusively develop non-verbal communication and rarely acquire speech.
(D) Receptive language is generally better than expressive language.

37. Which of the following best describes the communication style often observed in individuals with moderate intellectual disability?
(A) Frequent reliance on complex, metaphorical, and highly abstract linguistic expressions.
(B) Consistent use of concrete, literal language structured with simple sentence syntax.
(C) Habitual usage of sophisticated syntax, embedded phrases, and subordinate clauses.
(D) Exceedingly rapid speech delivery accompanied by hyper-articulation of all consonants.

38. Speech sound disorders, such as difficulties with correct pronunciation of words, are highly prevalent in children with intellectual disabilities. This is known as an impairment in:
(A) Pragmatics
(B) Semantics
(C) Articulation
(D) Morphology

39. During a classroom activity, Mrs. Sharma notices that Rahul, a student with a mild intellectual disability, can follow a command to "pick up the red ball" but struggles when told, "It's raining cats and dogs outside, so grab your coat." Rahul's difficulty is primarily related to:
(A) Sensorineural receptive hearing loss
(B) Inability to comprehend literal language
(C) Severe oppositional defiant behavior
(D) Difficulty processing idiomatic language

40. Pragmatic language refers to the social use of language. Which of the following is a common pragmatic difficulty for a child with an intellectual disability?
(A) Failing to take conversational turns or missing subtle social cues
(B) Speaking in an inappropriately soft or barely audible voice volume
(C) Stuttering repeatedly on the initial syllable of spoken words
(D) Exhibiting a persistently harsh or excessively raspy voice quality

41. Individuals with intellectual disabilities often exhibit challenges in social-emotional

Click Here to Buy book on Flipkart

Design principles. Providing accessible ramps, wide doorways, accessible washrooms, adapted classroom furniture, and clear pathways ensures seamless physical access, equal educational opportunities, and independent navigation for all students regardless of motor limitations.

****

Downloaded from www.pdf.tube

reinforcement.
III. Expecting the child to learn through verbal explanation alone without modeling.
Which of the strategies given above are recommended for students with intellectual disabilities?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

49. When teaching personal hygiene to a student with an intellectual disability, which sequence of instruction is most commonly recommended?
(A) Initial Skill Assessment -> Direct Modeling -> Detailed Task Analysis -> Systemic Prompting
(B) Task Analysis -> Baseline Assessment -> Instruction with Prompting -> Skill Generalization
(C) Skill Generalization -> Systematic Prompting -> Task Analysis -> Comprehensive Baseline Assessment
(D) Systematic Prompting -> Detailed Task Analysis -> Skill Generalization -> Baseline Assessment

50. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): Adolescents with moderate intellectual disabilities require direct, explicit instruction in community safety skills, such as crossing the road.
Reason (R): They often lack the incidental learning abilities that allow typically developing adolescents to pick up safety rules observationally.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

51. In standardized intelligence testing, the statistical cutoff for identifying significantly subaverage intellectual functioning (a criterion for Intellectual Disability) is typically:
(A) One standard deviation below the mean (IQ approximately 85)
(B) Two standard deviations below the mean (IQ approximately 70 or below)
(C) Three standard deviations below the mean (IQ approximately 55 or below)
(D) At the mean score (IQ 100)

52. Which of the following is a widely used standardized test of intelligence for children?
(A) Vineland Adaptive Behavior Scale (VABS)
(B) Basic MR
(C) Madras Developmental Programming System (MDPS)
(D) Wechsler Intelligence Scale for Children (WISC)

NODIA

53. One of the primary limitations of using standardized IQ tests to assess children from culturally and linguistically diverse backgrounds in India is:
(A) The administration length of standardized test batteries causes extreme physical fatigue and loss of focus.
(B) The tests contain inherent cultural biases that prevent accurate measurement of genuine cognitive capacity.
(C) The assessment frameworks exclusively measure socio-emotional intelligence rather than cognitive functioning.
(D) Standardized psychometric tools fail to generate quantifiable numerical scores suitable for formal diagnosis.

54. Which of the following intelligence tests has been specifically adapted and standardized for the Indian population?
(A) Woodcock-Johnson III
(B) Kaufman Assessment Battery
(C) Binet-Kamat Test of Intelligence
(D) Naglieri Nonverbal Ability Test

55. A clinical psychologist assesses a 9-year-old child and finds that the child has an IQ score of 68. However, reports from the parents and teachers indicate that the child successfully navigates daily routines, plays well with peers, communicates effectively, and handles personal care independently. Based on diagnostic criteria, what is the most appropriate conclusion?
(A) The child meets criteria for Mild Intellectual Disability based exclusively on the standardized IQ score obtained during testing.
(B) The child demonstrates cognitive patterns requiring a formal clinical diagnosis of a Specific Learning Disability across domains.
(C) The child exhibits developmental patterns requiring classification under profound intellectual disability across clinical settings.

influenced global terminology. What was it called?
(A) The Individuals with Disabilities Education Act (IDEA)
(B) The Rehabilitation Act
(C) The Americans with Disabilities Act (ADA)
(D) Rosa's Law

8. Which of the following statements incorrectly reflects the evolution of terminology in the field of intellectual disability?
(A) The term "Intellectual Disability" exclusively focuses on the biological and genetic origins of the condition, ignoring environmental factors.
(B) Early 20th-century terms like "idiot" and "imbecile" were originally introduced as objective clinical classifications before they became pejorative.
(C) The American Association on Mental Retardation (AAMR) changed its name to the American Association on Intellectual and Developmental Disabilities (AAIDD) in 2006.
(D) The shift in terminology reflects a change from a medical model of deficiency to a socio-ecological model of support.

9. Consider the following statements regarding the historical classification of individuals with intellectual deficits:
I. Historically, terms like "moron" were used to describe individuals with mild intellectual deficits.
II. The term "mental deficiency" was widely used before "mental retardation" became the standard.
III. Current classification systems emphasize the level of support needed rather than just IQ scores.
IV. The transition to the term "Intellectual Disability" was actively resisted by parent advocacy groups in India.
Which of the statements given above are correct?
(A) I, II, and III only
(B) II, III, and IV only
(C) I, III, and IV only
(D) I, II, III, and IV

10. The shift from "Mental Retardation" to "Intellectual Disability" in global manuals like the DSM-5 also brought a shift in how severity is classified. Severity is now primarily based on:
(A) Standardized intelligence quotient (IQ) score ranges measured through clinical testing
(B) Adaptive functioning levels evaluated across conceptual, social, and practical domains
(C) Physical anomalies and associated biological markers observed during clinical examination
(D) Chronological age combined with the overall duration of developmental delays observed

11. In traditional classification systems based on IQ scores, which range is generally associated with "Mild" Intellectual Disability?
(A) 20 to 35
(B) 35 to 50
(C) 50 to 70
(D) 70 to 85

12. The AAIDD model categorizes Intellectual Disability based on the intensities of support needed. What are the four levels of support in this classification?
(A) Mild, Moderate, Severe, Profound
(B) Educable, Trainable, Dependent, Life-support
(C) Intermittent, Limited, Extensive, Pervasive
(D) Occasional, Frequent, Continuous, Institutional

13. A 10-year-old student, Rahul, has an IQ score of 45. He can learn basic self-care skills, communicate his daily needs using simple language, and participate in supported vocational tasks, but he is unlikely to progress beyond a 2nd-grade academic level. Based on the traditional educational classification system, Rahul would most likely be described as:
(A) Educable Mentally Retarded (EMR)
(B) Custodial Mentally Retarded (CMR)
(C) Specific Learning Disabled (SLD)
(D) Trainable Mentally Retarded (TMR)

14. Which of the following characteristics is most closely associated with the "Profound" level of intellectual disability?
(A) Ability to live independently in the community while requiring only minimal financial or social guidance.
(B) Achievement of functional academic abilities and literacy skills up to the standard sixth-grade educational level.
(C) Highly limited non-verbal communication skills requiring continuous, pervasive daily support across contexts.
(D) Acquisition of competitive vocational and technical skills required for open employment

Click Here to Buy book on Amazon

CHAPTER 14
Intellectual Disability

1. As per the Rights of Persons with Disabilities (RPwD) Act, 2016, "intellectual disability" is defined as a condition characterized by significant limitation both in intellectual functioning and in which of the following?
(A) Adaptive behaviour
(B) Sensorimotor coordination
(C) Emotional regulation
(D) Expressive language

2. Under the RPwD Act, 2016, which two conditions are explicitly categorized under Intellectual Disability?
(A) Autism Spectrum Disorder and Specific Learning Disability
(B) Down Syndrome and Cerebral Palsy
(C) Specific Learning Disabilities and Autism Spectrum Disorder
(D) Mental Illness and Multiple Sclerosis

3. Consider the following statements regarding the definition of Intellectual Disability:
I. It involves deficits in intellectual functions, such as reasoning and problem-solving.
II. It involves deficits in adaptive functioning that result in failure to meet developmental and sociocultural standards for personal independence.
III. The onset of intellectual and adaptive deficits must occur during the developmental period.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

4. How does Intellectual Disability (ID) fundamentally differ from Specific Learning Disability (SLD)?
(A) ID affects reading and writing skills, while SLD impacts general cognitive abilities across domains.
(B) SLD involves below-average overall intelligence, whereas ID involves average intelligence with specific deficits.
(C) SLD primarily involves adaptive behavior deficits, whereas ID does not affect adaptive skills in daily life.
(D) ID involves general intellectual limitations, while SLD involves specific processing deficits with normal intelligence.

5. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): Traumatic brain injury acquired at the age of 25 resulting in cognitive deficits is not diagnosed as Intellectual Disability.
Reason (R): The criteria for Intellectual Disability require that the onset of intellectual and adaptive deficits occurs during the developmental period.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

6. The historical shift in terminology from "Mental Retardation" to "Intellectual Disability" was primarily driven by which of the following reasons?
(A) The requirement of medical boards to shift from measuring clinical social skills to strictly evaluating standardized IQ scores.
(B) The discovery of novel genetic and metabolic causes that rendered the older diagnostic classification medically inaccurate.
(C) The advocacy of professionals and self-advocates to remove the negative social stigma associated with the word "retardation".
(D) The mandate of global health organizations to align cognitive disability definitions with standard physical disability frameworks.

7. In 2010, a significant legislative milestone occurred in the United States that mandated the replacement of the term "mental retardation" with "intellectual disability" in federal health, education, and labor laws. This law heavily

NODIA

infections is commonly known by the acronym TORCH?
(A) Tetanus, Orthopoxvirus, Rabies virus, Cholera infection, and Hepatitis B virus
(B) Typhoid fever, Oculomycosis, Rotavirus infection, Chlamydia, and Human Immunodeficiency Virus
(C) Tuberculosis, Osteomyelitis, Ringworm infection, Candidiasis, and Human Papillomavirus
(D) Toxoplasmosis, Other agents, Rubella virus, Cytomegalovirus, and Herpes simplex virus

24. Consider the following maternal health factors during pregnancy:
I. Excessive alcohol consumption
II. Severe maternal malnutrition
III. Exposure to high levels of radiation
IV. Maternal iodine deficiency
Which of the above can act as prenatal causes of intellectual disability?
(A) I and II only
(B) I, III, and IV only
(C) II, III, and IV only
(D) I, II, III, and IV

25. Fetal Alcohol Spectrum Disorder (FASD) is a preventable cause of intellectual disability. It is classified as which type of cause?
(A) Inherited chromosomal or genetic prenatal cause
(B) Environmental teratogenic cause during pregnancy
(C) Direct labor and delivery related perinatal cause
(D) Postnatal environmental or developmental cause

26. Hypoxia or anoxia, which can lead to brain damage and intellectual disability, is classified as which type of cause when it occurs during the labor and delivery process?
(A) Prenatal
(B) Perinatal
(C) Postnatal
(D) Chromosomal

27. Which of the following diseases occurring during infancy or early childhood is a known postnatal cause of intellectual disability?
(A) Meningitis
(B) Gestational Diabetes
(C) Preeclampsia
(D) Cytomegalovirus (CMV)

28. A typically developing two-year-old child sustains a severe head injury in an automobile accident. Following recovery, the child exhibits significant cognitive deficits and an inability to acquire age-appropriate self-care skills. The etiology of this child's intellectual disability is best classified as:
(A) Genetic
(B) Prenatal
(C) Perinatal
(D) Postnatal

29. Identify the incorrect pair regarding the timing and causes of Intellectual Disability:
(A) Prenatal — Maternal rubella infection
(B) Perinatal — Birth asphyxia
(C) Postnatal — Phenylketonuria (PKU)
(D) Postnatal — Lead poisoning during toddlerhood

30. Kernicterus is a rare neurological condition that can cause intellectual disability, cerebral palsy, and hearing loss. It is most commonly the result of:
(A) Excessive maternal ingestion of alcohol during early pregnancy
(B) An inherited genetic mutation located on the X chromosome
(C) Severe, untreated neonatal jaundice resulting in hyperbilirubinemia
(D) Prolonged childhood exposure to heavy metals like lead and mercury

31. Students with intellectual disabilities often face significant challenges with cognitive processing. Which type of memory is most notably impaired, making it difficult for them to hold instructions in mind while performing a task?
(A) Declarative long-term memory
(B) Short-term / Working memory
(C) Autobiographical episodic memory
(D) Implicit procedural memory

32. A student with an intellectual disability successfully learns to purchase items at the school canteen but is unable to apply the same money-exchange skills at a local grocery store. This cognitive characteristic is known as a deficit in:
(A) Attention
(B) Rote learning
(C) Visual-spatial processing
(D) Generalization

Downloaded from www.pdf.tube

medically impossible because CP involves permanent, non-progressive brain damage; therefore, transition plans center on functional compensation, environmental adaptations, and community integration strategies.

132. (D) The special educator collaborates with vocational and welfare services.
Inter-agency collaboration in transition planning refers to structured coordination between school professionals, vocational rehabilitation centers, healthcare providers, community welfare agencies, and prospective employers. This collaborative network ensures seamless linkages, funding access, ongoing skill development, and comprehensive support services as the student moves from high school into adult working life.

133. (B) Accessible public transport and barrier-free public buildings
Community integration for wheelchair users relies heavily on environmental accessibility. Barrier-free public infrastructure, including ramps, wide doorways, accessible public washrooms, and accessible public transportation systems, enables individuals to commute independently, access employment sites, participate in recreational activities, and engage fully as active community members regardless of cognitive performance.

134. (C) Self-advocacy skills
Self-advocacy skills involve teaching students with disabilities to understand their personal rights under laws like the RPwD Act, articulate their specific physical needs clearly, request reasonable workplace accommodations, and make informed choices. Fostering self-advocacy builds personal autonomy, confidence, and independence, preventing reliance on passive or helplessness behaviors.

135. (D) Because CP involves multi-domain neurological impacts requiring a unique approach.
The RPwD Act of 2016 lists cerebral palsy as a distinct statutory category because it is a complex neurological disorder involving multi-domain impacts. Unlike isolated physical or orthopedic disabilities, CP frequently combines motor impairments with associated speech, sensory, cognitive, and seizure disorders, requiring specialized multidisciplinary interventions, targeted educational accommodations, and distinct social policy supports.

136. (A) CP stems from brain lesions, whereas locomotor disabilities involve limbs.
Pathophysiologically, cerebral palsy originates entirely from non-progressive lesions or structural damage within the developing central nervous system, affecting motor control centers. In contrast, pure locomotor disabilities often involve peripheral musculoskeletal structural damage, missing limbs, or peripheral nerve injuries without underlying cerebral brain pathology, representing a fundamental clinical distinction between the conditions.

137. (B) CP is non-progressive, while MD is progressive requiring strength re-evaluation.
Cerebral palsy is a non-progressive static brain condition where motor deficits remain stable over time, requiring consistent positional support and skill training. Conversely, muscular dystrophy involves progressive muscle weakness that deteriorates across life, requiring educators to conduct periodic physical evaluations and continuously adjust physical accommodations, seating, and support interventions.

138. (B) Communication delays
Post-polio residual paralysis affects peripheral motor neurons, leading to limb muscle weakness while completely sparing the central nervous system, brain structures, and oral-motor speech mechanics. Consequently, a student with post-polio paralysis requires physical environmental accessibility and wheelchair modifications but is far less likely to require speech or language communication interventions compared to a student with CP.

NODIA

139. (A) A neurologist
While basic orthopedic impairments can be certified by an orthopedic surgeon, certifying cerebral palsy for official disability documentation often requires evaluation by a neurologist. A neurologist assesses central nervous system brain involvement, motor cortex damage, muscle tone abnormalities, reflex patterns, and associated neurological manifestations to determine official disability percentages accurately.

140. (C) A barrier-free environment meeting Universal Design
The most critical common educational requirement for students with locomotor disabilities and cerebral palsy is a barrier-free physical environment adhering to Universal

development. Which of the following is a frequent characteristic in inclusive settings?
(A) Demonstrating an exceptionally heightened ability to decode intricate and complex social hierarchies.
(B) Experiencing difficulty in interpreting subtle social cues, such as facial expressions or tone of voice.
(C) Showing a complete avoidance of all social contact alongside an absolute preference for personal isolation.
(D) Displaying advanced emotional self-regulation capacities when placed in highly stressful situations.

42. Challenging behaviors, such as tantrums or self-injury, in non-verbal children with severe intellectual disabilities are most often understood by special educators as:
(A) Deliberate and malicious behavioral attempts designed to manipulate the classroom teacher
(B) A form of functional communication expressing internal frustration, physical pain, or an unmet need
(C) A neurological aura signaling an impending grand mal or complex partial seizure episode
(D) Clinical evidence indicating the co-occurrence of specific academic learning disabilities

43. Consider the following statements regarding the social-emotional vulnerabilities of individuals with intellectual disabilities:
I. They may have an over-reliance on others for decision-making (outer-directedness).
II. They are often highly resistant to peer pressure and rarely conform.
III. They have a higher vulnerability to social exploitation and abuse.
IV. Frequent experiences of failure can lead to learned helplessness.
Which of the statements given above are correct?
(A) I, II, and III only
(B) I, III, and IV only
(C) II, III, and IV only
(D) I, II, III, and IV

44. The concept of "learned helplessness" often observed in students with intellectual disabilities refers to:
(A) The maladaptive behavioral tendency to aggressively demand immediate assistance from classroom teachers.
(B) A specialized learning style wherein a student acquires knowledge strictly through imitating peer actions.
(C) The psychological belief that personal actions do not affect outcomes, stemming from repeated failures.
(D) The persistent cognitive inability to learn novel educational concepts without direct physical prompting.

45. In fostering a positive self-concept for a student with an intellectual disability, which approach is most effective?
(A) Continually highlighting the student's cognitive deficits so they understand precisely what to remediate.
(B) Frequently comparing their academic performance directly against that of typically developing classmates.
(C) Completely exempting them from all challenging tasks to systematically prevent any experience of frustration.
(D) Structuring learning tasks to ensure high success rates, thereby building competence and personal confidence.

46. Adaptive skills are generally categorized into Activities of Daily Living (ADLs) and Instrumental Activities of Daily Living (IADLs). Which of the following is an example of an ADL?
(A) Managing a bank account
(B) Preparing a full meal using a stove
(C) Independent toileting and bathing
(D) Using public transportation

47. Which of the following best represents a deficit in the practical domain of adaptive behavior for an adolescent with a moderate intellectual disability?
(A) Experiencing persistent difficulty understanding abstract social concepts like fairness
(B) Inability to safely prepare a simple sandwich independently in a kitchen setting
(C) Struggling to comprehend complex mathematical operations and algebraic equations
(D) Failing to establish appropriate eye contact during routine interpersonal conversations

48. Consider the following strategies for teaching daily living skills:
I. Breaking the task into smaller, manageable steps.
II. Providing immediate feedback and

Click Here to Buy book on Flipkart

in mainstream settings.

15. When diagnosing an intellectual disability, the classification of severity (mild, moderate, severe, profound) in recent diagnostic frameworks like the DSM-5 is determined by:
(A) The exact standard deviation of the IQ score.
(B) The level of adaptive functioning in daily life.
(C) The age at which the disability was identified.
(D) The etiology (cause) of the intellectual disability.

16. In the context of Intellectual Disability, how is "adaptive behaviour" best defined?
(A) The cognitive ability to learn and perform complex mathematical calculations and logical reasoning tasks.
(B) The physiological capacity of an individual to adjust and adapt to extreme sensory stimuli in the environment.
(C) The biological capability of central nervous system neural pathways to rewire themselves following traumatic injury.
(D) The set of conceptual, social, and practical skills learned and performed by individuals in daily living.

17. Which of the following is considered a "Practical" skill within the domains of adaptive behaviour?
(A) Performing essential activities of daily living, including personal hygiene and dressing
(B) Understanding and applying financial concepts along with abstract notions of time and schedules
(C) Following societal rules, obeying legal guidelines, and maintaining socially appropriate conduct
(D) Developing foundational literacy competencies, including functional reading and written communication

18. Consider the following skills associated with adaptive behaviour:
I. Language and literacy skills
II. Interpersonal skills and avoiding victimization
III. Occupational skills and maintaining a safe environment
Which of the following matches the correct domain of adaptive behaviour for the skills listed above?
(A) I - Practical, II - Conceptual, III - Social
(B) I - Social, II - Practical, III - Conceptual
(C) I - Conceptual, II - Social, III - Practical
(D) I - Conceptual, II - Practical, III - Social

19. Identify the incorrect pair among the domains of adaptive behaviour and their examples:
(A) Conceptual domain — Preparing meals and housekeeping
(B) Conceptual domain — Self-direction and number concepts
(C) Social domain — Social responsibility and self-esteem
(D) Practical domain — Using transportation and taking medication

20. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): A child with an IQ score of 65 who demonstrates age-appropriate adaptive behaviour across all environments cannot be formally diagnosed with Intellectual Disability.
Reason (R): A diagnosis of Intellectual Disability requires significant deficits in both intellectual functioning and adaptive behaviour.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

21. Down Syndrome is one of the most common genetic causes of intellectual disability. It is typically caused by the presence of an extra copy of which chromosome?
(A) Chromosome 15
(B) Chromosome 18
(C) Chromosome 21
(D) X Chromosome

22. Which of the following is an inherited genetic condition that is the most common known cause of inherited intellectual disability, often presenting with physical features like a long face and large ears?
(A) Prader-Willi Syndrome
(B) Turner Syndrome
(C) Fragile X Syndrome
(D) Phenylketonuria (PKU)

23. Maternal infections during pregnancy can cause prenatal intellectual disability. Which cluster of

NODIA

(D) The child does not meet criteria for Intellectual Disability due to the absence of significant deficits in adaptive functioning.

56. Which of the following tools is a standard instrument used globally to assess adaptive behaviour through an interview with a parent, teacher, or caregiver?
(A) Vineland Adaptive Behavior Scales (VABS)
(B) Stanford-Binet Intelligence Scales (SBIS)
(C) Thematic Apperception Test Battery (TAT)
(D) Rorschach Inkblot Diagnostic Test (RIDT)

57. The Madras Developmental Programming System (MDPS) is widely used in special education in India. It is primarily a/an:
(A) Standardized norm-referenced intelligence testing tool used for evaluating cognitive quotient
(B) Criterion-referenced scale for assessing adaptive behaviours and guiding program planning
(C) Projective psychological personality test designed for assessing deep emotional dynamics
(D) Clinical medical diagnostic tool utilized primarily for comprehensive prenatal genetic screening

58. The Behavioral Assessment Scales for Indian Children with Mental Retardation (BASIC-MR) consists of two parts. What do Part A and Part B assess respectively?
(A) Part A: IQ scores; Part B: Motor skills
(B) Part A: Skill behaviours; Part B: Problem behaviours
(C) Part A: Academic skills; Part B: Family income level
(D) Part A: Vocational readiness; Part B: Language proficiency

59. Consider the following statements regarding the assessment of adaptive behaviour:
I. It relies heavily on direct standardized testing of the child in a clinical setting.
II. It typically involves gathering information from parents, caregivers, and teachers who know the child well.
III. It evaluates what a person typically does in their daily life, rather than their maximum potential capability.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

60. When evaluating adaptive behaviour in a student with an intellectual disability, a special educator finds that the student requires continuous verbal cues to complete a dressing routine. Which domain of adaptive behaviour is the educator assessing?
(A) Conceptual skills
(B) Social skills
(C) Practical skills
(D) Pre-vocational skills

61. The concept of "functional academics" in the curriculum for students with intellectual disabilities focuses primarily on:
(A) Instructing students in classical world literature and abstract theoretical mathematics concepts.
(B) Emphasizing the systematic rote memorization of historical timelines and global geographical facts.
(C) Preparing students exclusively to sit for highly competitive university-level entrance examinations.
(D) Teaching practical academic skills directly applicable to routine daily living and independence.

NODIA

62. Which of the following is the best example of a functional reading activity for a student with a moderate intellectual disability?
(A) Reading and critically analyzing classical Shakespearean literature and poetry
(B) Reading and interpreting complex nutritional informational charts on food boxes
(C) Recognizing and understanding essential safety signs like "STOP" and "EXIT"
(D) Identifying and describing the central protagonist within a short narrative story

63. When teaching functional mathematics, a special educator would most likely prioritize teaching a student with an intellectual disability how to:
(A) Compute spatial dimensions and calculate the area of complex geometric trapezoids
(B) Read clocks to tell time, recognize monetary currency, and execute simple purchases
(C) Solve complex multi-variable algebraic equations and theoretical mathematical functions
(D) Understand and interpret advanced statistical probability distribution models in

chaining procedure is she likely using if she starts instruction from step 1?
(A) Total task presentation
(B) Forward chaining
(C) Backward chaining
(D) Reverse sequencing

80. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): Before conducting a task analysis and teaching a new skill, a teacher must ensure the student has the prerequisite skills.
Reason (R): If a student lacks the fine motor prerequisite skill to grasp a zipper, a task analysis for zipping a jacket will not lead to independence without addressing the motor deficit.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

81. The instructional strategy of "errorless learning" is particularly effective for students with intellectual disabilities because it:
(A) It minimizes learner frustration and prevents errors by providing immediate instructional prompting.
(B) It allows students to discover correct solutions through independent trial-and-error problem solving.
(C) It focuses primarily on applying immediate negative consequences whenever incorrect responses occur.
(D) It requires the student to independently attempt answers before any external assistance is offered.

82. In a "most-to-least" prompting hierarchy, which prompt is typically provided first when teaching a completely new physical skill to a student with severe ID?
(A) Direct audible verbal prompt
(B) Illustrated visual cue prompt
(C) Full physical hand-over-hand prompt
(D) Non-verbal directional gestural prompt

83. The process of systematically and gradually removing prompts as a student begins to master a skill is known as:
(A) Prompt fading
(B) Prompt dependence
(C) Prompt chaining
(D) Task analysis

84. Consider the following types of prompts used in teaching students with intellectual disabilities:
I. Gestural prompt: Pointing to the correct object.
II. Verbal prompt: Saying "Pick up the cup".
III. Physical prompt: Physically guiding the student's hand to the cup.
Which of the above represent correct examples of prompting techniques?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

85. The "Time Delay" procedure used in prompting involves:
(A) Providing the student with an extended unstructured recess break prior to initiating instruction.
(B) Pausing a set duration between giving an instruction and prompting, allowing independent response time.
(C) Postponing earned positive reinforcement until the conclusion of the instructional school week.
(D) Administering a mild disciplinary consequence when a student exhibits delayed task initiation.

86. In special education, "overlearning" refers to:
(A) Presenting excessive information simultaneously, resulting in acute cognitive overload.
(B) Requiring a student to engage in continuous academic study for hours without rest breaks.
(C) Practicing a skill beyond initial mastery to promote long-term retention and automaticity.
(D) Spontaneously acquiring advanced academic concepts well above assigned grade expectations.

87. Why is repetition heavily emphasized in the instruction of students with intellectual disabilities?
(A) To keep students continuously occupied with tasks for extended periods during the school day.
(B) Because mandatory instructional guidelines under the RTE Act legally require repetitive

Downloaded from www.pdf.tube

STUDYING FROM PDFs?

THINK AGAIN.

If you are studying only from PDFs,
you are wasting valuable time.

Research shows that learning from

PRINTED BOOKS has up to

4× HIGHER RETENTION

than studying from screens.

PRINT BOOK = BETTER MEMORY

PDF = LOWER RETENTION

Those who study from **PRINTED BOOKS**
move **AHEAD.**

Others are left **BEHIND**
in competition.

In competitive exams,
being average is not enough.

STAY ONE STEP AHEAD.

acquire "pre-vocational skills." Which of the following is a pre-vocational skill?
(A) Operating complex industrial lathe machinery safely
(B) Formulating comprehensive corporate marketing strategies
(C) Writing advanced software programs and code algorithms
(D) Maintaining punctuality, following directions, and remaining on task

72. In India, a commonly used tool developed by NIMH (now NIEPID) for assessing the vocational readiness of persons with intellectual disability is:
(A) VAP-MR (Vocational Assessment and Programming System)
(B) BASIC-MR (Behavioral Assessment Scale for Indian Children)
(C) MDPS (Madras Developmental Programming System)
(D) VABS (Vineland Adaptive Behavior Scales)

73. At what educational stage should the systematic building of pre-vocational and vocational skills primarily begin for students with intellectual disabilities?
(A) Early childhood preschool education stage
(B) Elementary level primary education stage
(C) Secondary and pre-vocational stage (ages 14+)
(D) Post-educational adult stage after age 21

74. Consider the following statements regarding employment models for individuals with intellectual disabilities:
I. Open employment implies working in the regular job market alongside people without disabilities.
II. Sheltered workshops provide a highly supervised environment exclusively for persons with disabilities.
III. Supported employment involves placing the individual in a regular job with the assistance of a job coach.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

75. In the context of supported employment for a person with an intellectual disability, what is the primary role of a "job coach"?
(A) To deliver on-the-job training and ongoing support until the worker achieves functional task independence.
(B) To perform the primary daily workplace duties and assigned operational tasks on behalf of the employee.
(C) To serve as the primary human resources administrator and personnel supervisor for the hiring enterprise.
(D) To administer specialized clinical medical treatments and nursing interventions directly within the workplace.

76. In special education, "task analysis" is best defined as:
(A) The systematic process of analyzing a student's disruptive behavior to determine underlying etiology.
(B) A formal instructional evaluation assessing the pedagogical effectiveness of classroom teaching methods.
(C) The detailed breakdown of a complex skill into smaller, teachable, and sequential instructional steps.
(D) An administrative review analyzing the time required to complete a standardized academic curriculum.

77. A teacher teaches a student to put on a jacket. The teacher physically assists the student with all steps except the final step (pulling the zipper up), which the student does independently and receives praise. Once mastered, the student does the last two steps, and so on. This method is called:
(A) Forward chaining
(B) Errorless learning
(C) Overlearning
(D) Backward chaining

78. Which of the following skills is most appropriately taught using task analysis?
(A) Understanding the concept of democracy
(B) Appreciating classical music
(C) Tying shoelaces
(D) Formulating an opinion on global warming

79. A resource teacher wants to teach Rohan, a child with moderate ID, to wash his hands. She breaks the task into 8 steps. Rohan performs steps 1 to 3 correctly, but struggles at step 4 (rubbing soap on hands). The teacher decides to prompt him at step 4 and let him continue. What specific

NODIA

complete assigned academic tasks at a uniform speed.
(B) Restricting classroom instructional delivery to teaching a single student per official school day.
(C) Accelerating instructional delivery to guarantee complete syllabus coverage prior to examinations.
(D) Allowing students to progress through curriculum content at a speed aligned with cognitive ability.

97. The concept of breaking instruction down into very small, easily achievable units to ensure mastery before moving on is referred to as:
(A) Small-step instruction approach
(B) Macro-teaching instruction model
(C) Incidental teaching procedure
(D) Peer tutoring support framework

98. How should a special educator determine the appropriate individual pace for a student with an intellectual disability?
(A) By strictly adhering to standardized instructional pacing guides designed for general education students.
(B) By consulting parents during annual conferences to determine how rapidly their child ought to cover topics.
(C) By conducting baseline assessments and continuously monitoring the student's ongoing mastery data.
(D) By arbitrarily establishing fixed timeframes for the completion of all educational goals and objectives.

99. Consider the following statements regarding the Individualized Education Program (IEP) and pacing:
I. An IEP dictates that learning objectives must be achieved within exactly one academic term, regardless of mastery.
II. The IEP outlines specific, measurable goals that are tailored to the student's current level of performance.
III. Small-step instruction is a common methodology written into the IEPs of students with ID.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

100. Mastery learning, an essential component of small-step instruction, requires that a student:
(A) Attempts an assigned task a single time before immediately advancing to the next curriculum topic.
(B) Simultaneously learns all sequential components of a complex multi-step task in one lesson.
(C) Memorizes a theoretical concept through repetition without understanding its practical application.
(D) Achieves accuracy and fluency on a target step before advancing to the subsequent instruction step.

101. Positive Behavior Support (PBS) focuses on managing challenging behaviours in students with intellectual disabilities by:
(A) Applying strict disciplinary penalties and punitive consequences whenever target behaviors occur.
(B) Determining behavioral function and teaching functional alternative skills to serve the same purpose.
(C) Systematically ignoring all instances of dangerous, destructive, or highly disruptive actions.
(D) Recommending pharmaceutical interventions to suppress unwanted behaviors and ensure compliance.

102. In Functional Behavioral Assessment (FBA), the ABC model is used to analyze behaviour. What does "ABC" stand for?
(A) Action, Behavior, Consequence
(B) Attitude, Belief, Cognition
(C) Antecedent, Behavior, Consequence
(D) Assessment, Baseline, Correction

103. A teacher provides a student with a smiley-face sticker every time the student remains seated for 10 minutes. When the student collects 5 stickers, they can exchange them for 5 minutes of free play. This behaviour management technique is known as:
(A) Response cost
(B) Time-out
(C) Extinction
(D) Token economy

104. A student with severe ID bangs his head against the table when presented with a difficult math worksheet. The teacher conducts an FBA and determines the behaviour is maintained

Click Here to Buy book on Amazon

drill work.
(C) To apply a constructive penalty when students fail to master learning objectives on initial attempt.
(D) Because memory deficits necessitate multiple instructional exposures to consolidate information long-term.

88. When structuring repetitive practice for a student with an intellectual disability, research suggests that learning is most effective when practice sessions are short and spread out over time. This is known as:
(A) Distributed practice methodology
(B) Massed practice methodology
(C) Incidental learning methodology
(D) Direct flooding methodology

89. Consider the following strategies to enhance memory retention for students with ID:
I. Utilizing multi-sensory approaches.
II. Employing rote memorization without context.
III. Using frequent repetition and overlearning.
IV. Connecting new information to familiar, real-world experiences.
Which of the statements given above represent effective strategies?
(A) I, II, and III only
(B) I, III, and IV only
(C) II, III, and IV only
(D) I, II, III, and IV

90. After a student with an intellectual disability has acquired and achieved fluency in a skill, the teacher provides occasional practice sessions over the next few months to ensure the skill is not forgotten. This phase of learning is called:
(A) Acquisition
(B) Generalization
(C) Maintenance
(D) Shaping

91. The instructional principle of "Concrete to Abstract" is critical for students with intellectual disabilities because:
(A) Learners process tangible objects and direct experiences more easily than abstract symbols.
(B) Learners demonstrate exceptionally superior abstract reasoning and symbolic processing capacities.
(C) It represents the sole instructional methodology officially mandated by professional regulatory bodies.
(D) Abstract concepts represent theoretical constructs that do not exist anywhere in real-world settings.

92. In mathematics, the Concrete-Representational-Abstract (CRA) sequence is highly recommended. Which of the following represents the "Representational" phase for teaching addition?
(A) Manipulating physical counter blocks directly to calculate 2 + 3
(B) Drawing tally marks or pictorial representations to solve 2 + 3
(C) Writing numerical symbols directly as 2 + 3 = 5 on a whiteboard
(D) Inputting numerical digits into an electronic calculator for 2 + 3

93. A teacher wants to teach the concept of "fruit" to a student with an intellectual disability. She first brings real apples and bananas to class for the student to hold and taste. Next, she uses photographs of these fruits. Finally, she introduces the written word "FRUIT". This teacher is utilizing which instructional principle?
(A) Abstract to Concrete
(B) Known to Unknown
(C) Generalization to Acquisition
(D) Concrete to Abstract

94. Which of the following concepts would be considered most abstract and therefore most difficult for a student with moderate intellectual disability to grasp?
(A) Handing a local shopkeeper a 10-rupee note to pay for an item
(B) Sorting colored red and blue plastic blocks into designated bins
(C) Understanding abstract historical time concepts like "100 years ago"
(D) Matching visual picture cards directly to corresponding real objects

NODIA

95. The use of manipulatives (like Dienes blocks, abacus, or real coins) in the classroom primarily supports which teaching principle?
(A) Abstract instruction
(B) Concrete instruction
(C) Rote learning
(D) Errorless learning

96. "Individualized pacing" in special education means:
(A) Requiring all students in a classroom to

for the entire school to a regional amusement park.

112. The primary rationale for utilizing Community-Based Instruction (CBI) for students with intellectual disabilities is to:
(A) To significantly lower the school facility's ongoing operational, electricity, and building maintenance costs.
(B) To provide scheduled relief periods and instructional breaks for primary special education teaching personnel.
(C) To ensure students with disabilities remain separated from general education peers during daily instructional hours.
(D) To overcome generalization deficits by teaching functional skills directly within natural application environments.

113. Which of the following is the best example of a Community-Based Instruction (CBI) activity for teaching money skills?
(A) Accompanying a student to a store to select items, converse with the cashier, and pay using real currency.
(B) Practicing buying and selling items using plastic play coins and artificial food items in a simulated mock store.
(C) Completing a printed math worksheet that requires the student to calculate total prices for listed food items.
(D) Watching an instructional video demonstration illustrating how modern commercial supermarkets operate daily.

114. A special educator takes a small group of adolescent students with moderate ID to the local post office every Tuesday morning. They practice reading signs, waiting in line, and interacting with the postal clerk. This scenario exemplifies:
(A) Recreational field trip activity
(B) Standardized vocational assessment
(C) Community-Based Instruction model
(D) Reverse inclusion educational model

115. How does Community-Based Instruction (CBI) fundamentally differ from a traditional school field trip?
(A) CBI explicitly teaches target IEP goals in natural settings, whereas field trips are episodic enrichment activities.
(B) CBI events are conducted exclusively once per academic year, whereas school field trips recur on a weekly basis.
(C) CBI activities operate without direct teacher supervision, whereas traditional field trips require full monitoring.
(D) CBI is designed exclusively for students with physical motor impairments rather than cognitive learning needs.

116. When modifying written assessments for students with mild intellectual disabilities, which adaptation is most appropriate?
(A) Increasing the overall number and complexity of required open-ended essay questions.
(B) Systematically removing all illustrative diagrams and helpful visual cues from test papers.
(C) Imposing strictly reduced time limits to demand significantly faster task completion rates.
(D) Simplifying language, utilizing clear visual formatting, and reducing multiple-choice options.

117. An assessment method where a student demonstrates a skill (e.g., making a bed or sorting coins) rather than writing a paper-and-pencil test about it is known as:
(A) Standardized norm-referenced assessment
(B) Functional performance-based assessment
(C) Clinical projective personality assessment
(D) Psychometric intelligence testing battery

118. A special educator collects a student's worksheets, art projects, and observational checklists over the course of a term to demonstrate the student's progress in fine motor skills and matching. This evaluation method is known as:
(A) Summative standardized assessment
(B) Diagnostic assessment
(C) Portfolio assessment
(D) Peer assessment

119. Under standard examination accommodations (such as those provided by CBSE or state boards) for students with certified Intellectual Disabilities, which of the following is a commonly provided adaptation?
(A) Permitting the student to complete all board examinations independently at home
(B) Awarding maximum passing marks automatically regardless of written test answers
(C) Exempting the student completely from participating in any academic evaluation

Downloaded from www.pdf.tube

by "escape" from the task. What is the most appropriate proactive strategy?
(A) Adjust task difficulty and teach the child to communicate "help" or "break" appropriately.
(B) Immediately place the child into an isolated time-out room until calm behavior resumes.
(C) Consistently ignore head-banging episodes in the classroom until the behavior ceases entirely.
(D) Provide edible reinforcers whenever head-banging occurs to immediately calm the student down.

105. A teacher praises a student for keeping his hands on his desk (an appropriate behaviour) to reduce the occurrence of the student flapping his hands or grabbing others. This technique of reinforcing a specific alternative to the problem behaviour is called:
(A) Standard Aversive Punishment behavioral procedure
(B) Differential Reinforcement of Alternative Behavior
(C) Standard Negative Reinforcement behavioral procedure
(D) Restorative and Positive Overcorrection procedure

106. Which of the following is an effective active-learning technique to teach social skills (e.g., how to introduce oneself) to students with mild to moderate intellectual disabilities?
(A) Requiring students to read and memorize textbook chapters covering social etiquette principles.
(B) Utilizing structured role-play where teachers and students practice target scenarios safely.
(C) Applying negative consequences whenever students fail to introduce themselves to new individuals.
(D) Playing calming classical instrumental music in the background during unstructured free time.

107. A teacher records a video of a typically developing peer demonstrating how to appropriately ask to join a game. The teacher then shows this video to a student with an intellectual disability to teach the social skill. This technique is known as:
(A) Video modeling
(B) Flooding
(C) Visual scheduling
(D) Backward chaining

108. "Social Stories", developed originally by Carol Gray for autism, are also highly effective for students with intellectual disabilities. What is the primary purpose of a Social Story?
(A) To provide engaging entertainment and light recreational reading for the student during daily free time.
(B) To measure and evaluate the student's silent reading comprehension speed and fluency under timed conditions.
(C) To offer an individualized narrative detailing a social situation, expected cues, and appropriate responses.
(D) To serve as a complete functional substitute for formal academic reading and writing classroom instruction.

NODIA

109. Consider the following statements regarding structured social skills training for students with ID:
I. It should be taught explicitly, as incidental learning of social rules is often impaired.
II. Training should take place only in isolated clinical settings to ensure focus.
III. Generalization of the trained skill should be practiced in natural environments, like the playground.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

110. Pairing a student with an intellectual disability with a trained, typically developing classmate to help model appropriate social interactions and provide academic support is known as:
(A) Professional job coaching model
(B) Intergenerational reverse mentoring model
(C) Peer tutoring or peer buddy model
(D) Collaborative co-teaching model

111. Community-Based Instruction (CBI) is a strategy characterized by:
(A) Inviting guest speakers and community workers to deliver presentations inside regular classrooms.
(B) Delivering sustained instruction directly within real community settings rather than school buildings.
(C) Instructing students about community helpers and occupations using textbook illustrations and photos.
(D) Organizing an annual recreational field trip

data

64. Consider the following comparisons between traditional academics and functional academics:
I. Traditional academics aim at broad intellectual development; functional academics aim at daily life independence.
II. Traditional math involves algebra; functional math involves time and money concepts.
III. Traditional reading involves literary analysis; functional reading involves reading schedules and labels.
IV. Functional academics are completely devoid of any reading or writing activities.
Which of the statements given above are correct?
(A) I, II, and III only
(B) II, III, and IV only
(C) I, III, and IV only
(D) I, II, III, and IV

65. The primary rationale for shifting from a purely academic curriculum to a functional academic curriculum for an older student with a moderate intellectual disability is to:
(A) Maximize student capacity to function independently across diverse community settings
(B) Conserve daily instructional preparation time and resources for special educators
(C) Minimize institutional expenditures associated with specialized classroom materials
(D) Ensure students successfully pass standardized state board academic examinations

66. A comprehensive life skills curriculum for students with intellectual disabilities typically includes which of the following core components?
(A) Advanced calculus, theoretical physics, and world history
(B) Abstract cognitive reasoning and higher-level astrophysics
(C) Personal care hygiene, daily domestic living, and community skills
(D) Expressive creative writing and classical ancient languages

67. The most effective way to teach a life skills curriculum to a student with an intellectual disability is through:
(A) Embedding skills into daily instruction through direct use of authentic, real-world contexts.
(B) Delivering occasional theoretical lectures to the class at the conclusion of each academic semester.
(C) Assigning chapters from standard textbooks to be read independently at home as daily homework.
(D) Screening educational documentary films during class hours without conducting follow-up discussions.

68. A special educator, Ms. Anjali, wants to teach a student with intellectual disability the life skill of brushing teeth. She breaks the skill down into: 1. Pick up brush, 2. Open toothpaste, 3. Squeeze paste on brush, 4. Brush teeth, 5. Rinse mouth, 6. Wash brush. What instructional strategy is she utilizing?
(A) Cognitive mapping strategy
(B) Behavioral shaping procedure
(C) Sensory flooding technique
(D) Task analysis methodology

69. The World Health Organization (WHO) identifies ten core life skills. For a student with a mild intellectual disability, how might the skill of "decision making" be practically taught?
(A) Asking the student to select an adult professional career path while enrolled in elementary school.
(B) Allowing the student to make a simple choice between two appropriate food options during snack time.
(C) Expecting the student to manage all financial accounts and household utility budgets independently.
(D) Requiring the student to resolve complex moral and ethical dilemma scenarios presented on worksheets.

70. How should progress in a life skills curriculum ideally be evaluated for a student with an intellectual disability?
(A) Through the annual administration of a written multiple-choice knowledge examination
(B) Through periodic re-evaluation using standardized intelligence testing batteries
(C) Through direct observation of the student performing target skills in natural settings
(D) By requesting peer classmates to evaluate and grade the student's daily performance

71. Before beginning specific vocational training, students with intellectual disabilities must

Click Here to Buy book on Flipkart

(D) Granting extended test duration along with access to a certified scribe or reader

120. Consider the following statements regarding assessment adaptations for students with severe ID:
I. Traditional standardized academic tests are often inappropriate and yield little usable data for these students.
II. Alternate assessments based on alternate achievement standards (AA-AAS) are used to evaluate their progress on functional IEP goals.
III. Observational data and criterion-referenced checklists are vital tools for assessing their daily living skills.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

121. A common visual support tool used to help students with intellectual disabilities anticipate daily routines, reduce anxiety, and transition between activities is a:
(A) Token economy board
(B) Visual schedule
(C) Graphic organizer
(D) Braille slate

122. Which of the following is an example of an adaptive tool used specifically to promote independence in self-care (dressing) for a student with ID and poor fine motor skills?
(A) Digital behind-the-ear hearing aid
(B) Velcro shoes and elastic waistbands
(C) Text-to-speech screen reading software
(D) Standard folding tactile white cane

123. For individuals with severe intellectual disabilities who are non-verbal or have highly limited speech, what type of assistive technology is most appropriate for expressing needs?
(A) Augmentative and Alternative Communication (AAC) devices like picture systems or speech output tools
(B) Assistive Frequency Modulation (FM) auditory amplification systems used in large classroom environments
(C) Electronic Refreshable Braille Displays designed for individuals with severe visual impairments
(D) Surgically implanted Cochlear implants designed to provide direct auditory sensations for deafness

124. To assist a student with an intellectual disability who struggles with the abstract concept of time and time management, which assistive tool is highly effective?
(A) A traditional analog wall clock featuring Roman numeral markings
(B) A multi-function standard scientific handheld electronic calculator
(C) A visual timer showing remaining time via a shrinking colored block
(D) A standard printed monthly wall calendar containing no visual illustrations

125. A teacher uses blue bins for math materials, red bins for reading materials, and yellow bins for lunchboxes. This strategy to help a student with ID independently navigate the classroom is an example of:
(A) Systematic task analysis procedure
(B) Negative response cost intervention
(C) Gradual prompt fading methodology
(D) Color-coded organizing systems framework

126. According to standard special education practices, at what age should a formal "Transition Plan" generally be initiated for a student with an intellectual disability to prepare for post-school life?
(A) 5 years
(B) 14 to 16 years
(C) 21 years
(D) Transition planning is not required for students with ID.

127. An Individualized Transition Plan (ITP) for a student with an intellectual disability must explicitly include goals related to which of the following areas?
(A) Pre-primary school readiness skills, early handwriting, and basic coloring
(B) Post-secondary education/training, competitive employment, and independent living
(C) Advanced athletic achievements, physical fitness, and musical instrument proficiency
(D) Early childhood developmental intervention services and basic self-care potty training

128. Supported employment is a critical outcome for many transitioning students with ID. What is the fundamental principle of supported employment?

Downloaded from www.pdf.tube

(A) Systematically segregating workers with disabilities into specialized disability-only vocational work sites.
(B) Mandating that immediate family members perform assigned daily job tasks on behalf of the disabled employee.
(C) Requiring individuals to work exclusively for non-profit charitable organizations without financial compensation.
(D) Providing targeted individual supports like job coaching to secure paid work in the open labor market.

129. How should vocational training be linked to transition goals for a student with an intellectual disability?
(A) Vocational training must align with student interests, capabilities, and local job market openings listed in the ITP.
(B) Schools should focus on skills with minimal labor market demand to reduce workplace competition and stress for students.
(C) Vocational objectives should be standardized uniformly for all students with ID regardless of personal career preferences.
(D) Vocational skill instruction should be postponed until the individual completes formal schooling and turns 25 years old.

130. A 16-year-old student, Amit, who has a severe intellectual disability, is entering the transition phase of his education. The IEP team determines that open employment is currently not feasible due to his extensive support needs. They arrange for him to train in a specialized center where he completes basic packaging tasks under continuous supervision alongside other individuals with disabilities. What type of vocational placement does this represent?
(A) Competitive open market employment
(B) Community-based supported employment
(C) Sheltered employment workshop facility
(D) Independent small-business self-employment

131. In the education of children with intellectual disabilities, effective home-school collaboration is crucial primarily because:
(A) Skills taught at school must be practiced and generalized in home settings to ensure functional mastery.
(B) Teachers require parents to regularly grade daily homework assignments and administer formal home tests.
(C) Collaborative frameworks allow educational institutions to transfer total legal liability to guardians.
(D) Active family collaboration represents an essential administrative prerequisite for obtaining health insurance.

132. When parents act as co-educators, they are most effective when they:
(A) Significantly lower all behavioral and learning expectations to prevent the child from experiencing frustration.
(B) Strictly isolate the child from external community environments to protect them from potential social hazards.
(C) Routinely perform all personal self-care tasks on behalf of the child to conserve time during daily routines.
(D) Maintain consistent routines, reinforcement strategies, and language matching those utilized in school settings.

133. Families of children with severe intellectual disabilities often face significant caregiving stress. Programs that offer temporary, short-term relief to caregivers by having trained personnel take over care duties for a brief period are known as:
(A) Institutionalization
(B) Respite care
(C) Hospice care
(D) Foster care

134. Professionals working with families of children with intellectual disabilities should adopt an approach based on "empowerment" rather than "sympathy". Which of the following reflects an empowerment approach?
(A) Expressing pity toward the parents while excusing the child from all daily personal and social responsibilities.
(B) Unilaterally making all academic and healthcare decisions for the family without seeking their personal input.
(C) Equipping families with knowledge, skills, and resources to effectively advocate for and support their child.
(D) Directly informing parents that their child lacks the potential to achieve meaningful developmental milestones.

135. A critical role of the special educator when interacting with parents of a child newly diagnosed with mild ID is to:
(A) Reassuring parents with absolute promises that the cognitive disability will be entirely

NODIA

cured by adulthood.
(B) Advising parents to immediately seek long-term placement for the child inside a residential care institution.
(C) Directly attributing the child's diagnostic condition to parental genetic factors during initial consultations.
(D) Helping parents set realistic expectations while emphasizing individual strengths and potential independence.

136. The principle of Least Restrictive Environment (LRE) dictates that a child with an intellectual disability should be educated:
(A) Alongside non-disabled peers in general education settings to the maximum extent appropriate.
(B) Exclusively within segregated special education schools alongside peers with similar disabilities.
(C) Inside specialized residential hospital facilities offering continuous medical and clinical support.
(D) Exclusively at home through home-schooling programs utilizing specialized online educational tools.

137. In an inclusive school setting, a student with a mild intellectual disability spends most of the day in a regular classroom but goes to a specialized teacher for one hour a day for specific functional math instruction. This model of support is known as:
(A) Full inclusion with co-teaching
(B) Resource room support
(C) Homebound instruction
(D) Segregated special schooling

138. Under what circumstances is placement in a special school often considered the most appropriate option for a child with an intellectual disability?
(A) When a child presents with mild academic delays while demonstrating fully age-appropriate daily adaptive behavior.
(B) When intensive medical and behavioral needs cannot be safely or effectively accommodated in general education settings.
(C) When general education teaching staff express reluctance to adapt standard pedagogical approaches or classroom materials.
(D) When a child originates from a economically disadvantaged socio-economic background requiring specialized welfare support.

139. A special school for students with intellectual disabilities invites students from a neighboring regular school to participate in joint art and physical education classes at the special school's campus. This practice is known as:
(A) Reverse integration (or reverse inclusion) model
(B) Standard academic mainstreaming placement model
(C) Full educational inclusion classroom model
(D) Segregated residential institutionalization model

140. In India, the Right to Education (RTE) Act and the RPwD Act, 2016 strongly advocate for inclusive education. However, regarding the choice of school for a child with a benchmark disability (including ID), the law ensures:
(A) Mandatory assignment of all children with benchmark disabilities exclusively into specialized special schools.
(B) Strict prohibition of home-schooling options for children diagnosed with certified developmental disabilities.
(C) The statutory right of children and parents to select between inclusive neighborhood schools and special schools.
(D) Complete exemption of children diagnosed with intellectual disabilities from all statutory RTE legal mandates.

****

Click Here to Buy book on Amazon

traits, and skill levels in individuals with intellectual disabilities, aiding special educators and vocational trainers in planning customized employment training programs.

73. (C) Secondary and pre-vocational stage (ages 14+)
Systematic building of pre-vocational and vocational skills primarily begins during the secondary stage, typically around age fourteen and above. Initiating training at this stage allows special educators to focus on essential work behaviors, functional independence, and career exploration, establishing a smooth transition toward post-school employment options.

74. (D) I, II, and III
Employment models for individuals with intellectual disabilities encompass diverse structural frameworks. Open employment involves working in standard competitive job settings alongside non-disabled peers. Sheltered workshops provide specialized, highly supervised environments exclusively for individuals with disabilities. Supported employment places individuals in integrated job settings while providing ongoing support from a job coach.

75. (A) To deliver on-the-job training and ongoing support until the worker achieves functional task independence.
In supported employment, a job coach provides individualized on-the-job training, task adaptation, and behavioral support to help an employee with an intellectual disability master work responsibilities. The coach works directly with the individual in the workplace, systematically fading assistance as the employee gains functional independence and job confidence.

76. (C) The detailed breakdown of a complex skill into smaller, teachable, and sequential instructional steps.
Task analysis is a fundamental special education technique that involves breaking a complex task or skill into smaller, sequential, and manageable steps. This detailed breakdown allows educators to teach and evaluate each sub-step individually, catering to the learning needs of students with intellectual disabilities to foster skill acquisition.

77. (D) Backward chaining
Backward chaining is an instructional strategy where all initial steps of a task sequence are completed by the teacher, and the student is taught to independently complete the final step to receive immediate reinforcement. Once mastered, the student learns the preceding steps systematically until the entire chain is performed independently.

78. (C) Tying shoelaces
Task analysis is most effective for teaching concrete, multi-step motor and self-care skills. Tying shoelaces consists of a clear sequence of distinct physical actions, making it ideal for task analysis. In contrast, abstract cognitive concepts like democracy or global warming cannot be broken down into mechanical physical steps.

79. (B) Forward chaining
Forward chaining involves teaching a sequential task by starting with the first step in the chain. The learner is taught to perform step one independently before receiving prompting for subsequent steps. Once step one is mastered, instruction progresses sequentially to step two, moving forward through the entire task chain.

80. (A) Both A and R are true and R is the correct explanation of A
Prerequisite skills are foundational abilities necessary before attempting complex tasks. Conducting a task analysis for a skill like zipping a jacket requires that the student already possesses essential fine motor control to grasp the zipper. Without underlying prerequisite motor capacities, task analysis alone cannot lead to independent skill mastery.

81. (A) It minimizes learner frustration and prevents errors by providing immediate instructional prompting.
Errorless learning is an instructional strategy designed to prevent student errors through immediate, supportive prompting during initial skill acquisition. By minimizing mistakes, this approach reduces frustration, prevents the repetition of incorrect responses, and fosters confidence in students with intellectual disabilities, leading to more efficient and positive learning experiences.

82. (C) Full physical hand-over-hand prompt
In a most-to-least prompting hierarchy, instruction for a new physical skill begins with the highest level of assistance. A full physical hand-over-hand prompt is provided initially to

NODIA

between individual human capabilities, environmental demands, and available support systems. It incorporates genetic, biological, environmental, and social factors rather than focusing solely on isolated biological origins.

9. (A) I, II, and III only
Historical terminology originally used clinical labels like moron, idiot, and imbecile as objective measurements before they acquired derogatory connotations, with mental deficiency preceding mental retardation. Contemporary systems classify intellectual disability using intensity of required supports rather than solely relying on IQ scores. Parent advocacy groups in India actively supported, rather than resisted, updating this language.

10. (B) Adaptive functioning levels evaluated across conceptual, social, and practical domains
Modern diagnostic manuals like the DSM-5 shift the classification of severity in intellectual disability away from strict IQ numerical cutoffs. Severity is now primarily determined by adaptive functioning performance across conceptual, social, and practical domains. This clinical approach accurately measures the level of ongoing support an individual requires to navigate daily life successfully.

11. (C) 50 to 70
In traditional psychometric classification frameworks, mild intellectual disability corresponds to an intelligence quotient score range of 50 to 70. Individuals within this range generally acquire language and independence skills during early childhood, achieve academic abilities up to approximately a sixth-grade level, and can live independently with minor support in adult life.

12. (C) Intermittent, Limited, Extensive, Pervasive
The American Association on Intellectual and Developmental Disabilities established a support-based classification model that categorizes individuals by the intensity of support required. The four recognized levels are intermittent, limited, extensive, and pervasive. This framework emphasizes environmental modifications and practical assistance systems necessary to enhance personal independence and everyday functioning across diverse life settings.

13. (D) Trainable Mentally Retarded (TMR)
Under traditional educational classification systems, children with intelligence quotient scores between 35 and 55 were categorized as Trainable Mentally Retarded. These individuals typically learn basic self-care, simple communication skills, and supported vocational tasks, but do not progress beyond primary-level academic skills, requiring ongoing supervision and structured environments throughout their youth and adult lives.

14. (C) Highly limited non-verbal communication skills requiring continuous, pervasive daily support across contexts.
Profound intellectual disability is characterized by severe limitations in both intellectual and adaptive functioning. Individuals at this level typically exhibit highly limited non-verbal communication, significant sensory-motor impairments, and complete dependence on others for basic daily activities. Consequently, they require continuous, pervasive support and lifelong structured assistance across all personal and environmental contexts.

15. (B) The level of adaptive functioning in daily life.
Modern diagnostic frameworks like DSM-5 determine the severity of intellectual disability based on adaptive functioning levels across conceptual, social, and practical domains rather than IQ scores alone. Adaptive functioning dictates the amount and type of support required in real-world environments, making it a more practical and reliable indicator of overall daily capability.

16. (D) The set of conceptual, social, and practical skills learned and performed by individuals in daily living.
Adaptive behaviour refers to the collection of conceptual, social, and practical skills that individuals learn and perform in order to function effectively in their daily lives. Deficits in adaptive behaviour restrict a person's ability to live independently, communicate, socialize, and safely navigate environmental demands, forming a key component in diagnosing intellectual disability.

Downloaded from www.pdf.tube

ANSWERS

NODIA

1. (A) Adaptive behaviour
Under the Rights of Persons with Disabilities Act 2016, intellectual disability is characterized by significant limitations in intellectual functioning and adaptive behaviour. Adaptive behaviour encompasses conceptual, social, and practical skills used daily. Deficits in adaptive functioning prevent individuals from meeting developmental and sociocultural standards for personal independence and social responsibility across multiple life activities.

2. (C) Specific Learning Disabilities and Autism Spectrum Disorder
The Rights of Persons with Disabilities Act 2016 explicitly groups Specific Learning Disabilities and Autism Spectrum Disorder under the broader umbrella heading of Intellectual Disability within its statutory schedule. This legal classification ensures that individuals with these neurodevelopmental conditions receive target benefits, structured educational accommodations, and state support services across educational institutions and public sector employment opportunities throughout India.

3. (D) I, II, and III
Intellectual disability is diagnostically defined by three essential criteria across major clinical frameworks. It requires significant deficits in general intellectual functions such as reasoning and problem-solving, along with deficits in adaptive functioning that impede personal independence and social responsibility. Crucially, these intellectual and adaptive impairments must manifest during the developmental period before adulthood.

4. (D) ID involves general intellectual limitations, while SLD involves specific processing deficits with normal intelligence.
Intellectual Disability fundamentally differs from Specific Learning Disability in cognitive scope and overall intelligence quotient. Intellectual Disability involves generalized cognitive impairment across all domains alongside adaptive skill deficits. In contrast, Specific Learning Disability involves specific psychological processing deficits in areas like reading, writing, or mathematics, while the individual maintains average or above-average general intellectual abilities.

5. (A) Both A and R are true and R is the correct explanation of A
Diagnostic standards require the onset of intellectual and adaptive deficits to occur during the developmental period, typically before eighteen years of age. Cognitive impairments resulting from traumatic brain injury sustained during adulthood, such as at age twenty-five, are classified as acquired neurological disorders or traumatic brain injuries rather than intellectual disability due to post-developmental onset.

6. (C) The advocacy of professionals and self-advocates to remove the negative social stigma associated with the word "retardation".
The transition from mental retardation to intellectual disability was driven by professional organizations and self-advocates seeking to remove the pejorative social stigma attached to the word retardation. The updated terminology reflects a respectful, person-first perspective that focuses on individualized support needs and human dignity rather than defining individuals through negative labels associated with medical impairment.

7. (D) Rosa's Law
Enacted in 2010 in the United States, Rosa's Law replaced the term mental retardation with intellectual disability across federal health, education, and labor statutes. Named after Rosa Marcellino, a young girl with Down syndrome, this landmark federal legislation influenced international terminology shifts by promoting dignified, human-centered language in official policies and public discourse worldwide.

8. (A) The term "Intellectual Disability" exclusively focuses on the biological and genetic origins of the condition, ignoring environmental factors.
The modern framework of intellectual disability explicitly rejects an exclusively biological view, adopting instead a socio-ecological model. This contemporary approach recognizes that intellectual disability arises from an interaction

26. (B) Perinatal
Perinatal causes refer to events occurring immediately before, during, or shortly after the process of labor and delivery. Hypoxia or anoxia, which involves oxygen deprivation to the brain during birth, represents a critical perinatal factor. Brain injury caused by prolonged oxygen deprivation during delivery can permanently damage brain tissue, leading to intellectual disability.

27. (A) Meningitis
Meningitis is an infectious disease causing inflammation of the protective membranes covering the brain and spinal cord during infancy or childhood. As a postnatal cause of intellectual disability, severe bacterial or viral meningitis can inflict permanent damage on brain tissue, leading to cognitive impairments, sensory loss, and developmental delays after birth.

28. (D) Postnatal
Postnatal causes of intellectual disability refer to environmental, traumatic, or medical events occurring after birth during early child development. Sustaining a traumatic head injury in an automobile accident at age two falls under postnatal etiology, as the physical brain damage and subsequent cognitive deficits developed after normal birth and initial infant development.

29. (C) Postnatal — Phenylketonuria (PKU)
Phenylketonuria is an inherited metabolic disorder present from birth, making it a prenatal genetic cause rather than a postnatal cause. While its neurological effects manifest postnatally if untreated with dietary restrictions, the underlying cause is genetic and present at conception, rendering the pair incorrect when categorized as an acquired postnatal origin.

30. (C) Severe, untreated neonatal jaundice resulting in hyperbilirubinemia
Kernicterus is a rare neurological condition caused by severe, untreated neonatal jaundice leading to excessive bilirubin accumulation in the bloodstream. High levels of bilirubin cross the blood-brain barrier, damaging brain tissue, specifically the basal ganglia. This toxic brain injury can result in permanent intellectual disability, cerebral palsy, and sensorineural hearing loss.

31. (B) Short-term / Working memory
Working memory is a key cognitive function that allows individuals to hold and process information temporarily while completing complex mental tasks. Students with intellectual disabilities commonly exhibit significant impairments in short-term working memory. This deficit makes following multi-step instructions, solving complex problems, and holding information during task execution particularly challenging.

32. (D) Generalization
Generalization is the cognitive ability to transfer learned skills, knowledge, or behaviours from one setting or context to novel environments and situations. Students with intellectual disabilities frequently struggle with generalization, experiencing difficulty applying skills mastered in a structured setting, like a school canteen, to real-world environments like a local grocery store.

33. (A) I and II only
Individuals with intellectual disabilities often exhibit difficulty with abstract reasoning, learning more effectively through concrete materials and real objects. Their rate of learning is typically slower compared to age-matched peers. Furthermore, they generally struggle with incidental learning, requiring explicit, direct instruction rather than effortlessly picking up knowledge from environmental surroundings.

34. (C) Focus on relevant task features while actively ignoring distracting, irrelevant stimuli.
Selective attention involves focusing on key, relevant details of a learning task while filtering out distracting, irrelevant environmental stimuli. Individuals with intellectual disabilities often struggle with selective attention, leading to difficulties in attending to crucial instructional cues, which hinders cognitive processing, task completion, and effective learning in noisy classroom settings.

35. (A) Both A and R are true and R is the correct explanation of A
Students with intellectual disabilities process information more effectively when provided with concrete instructional materials rather than abstract symbolic concepts. Utilizing real-life objects, visual aids, and hands-on manipulatives bridges cognitive gaps in abstract reasoning, allowing learners to comprehend basic

Click Here to Buy book on Flipkart

17. (A) Performing essential activities of daily living, including personal hygiene and dressing
Practical skills within adaptive behaviour focus on personal care and daily living activities necessary for personal maintenance. Examples include performing basic hygiene, dressing, grooming, preparing simple meals, maintaining personal safety, utilizing public transportation, and handling daily home routines. These concrete skills enable individuals to manage physical needs and operate safely within their communities.

18. (C) I - Conceptual, II - Social, III - Practical
Adaptive behaviour comprises three core domains. The conceptual domain includes language, literacy, and money concepts. The social domain involves interpersonal interactions, social responsibility, self-esteem, and avoiding gullibility or victimization. The practical domain focuses on daily living activities, occupational skills, personal safety, and health management essential for independence in family and community environments.

19. (A) Conceptual domain — Preparing meals and housekeeping
Preparing meals and housekeeping activities belong to the practical domain of adaptive behaviour rather than the conceptual domain. The conceptual domain includes cognitive skills like language, reading, writing, time concepts, and basic math. Cooking and domestic chores are daily practical skills necessary for independent living and personal self-care within home and community settings.

20. (A) Both A and R are true and R is the correct explanation of A
Diagnosing intellectual disability strictly requires significant impairments in both general intellectual functioning and adaptive behaviour across multiple environments. Even if an individual obtains an IQ score below the cutoff, the presence of fully age-appropriate adaptive skills precludes a diagnosis of intellectual disability, as adaptive deficits are mandatory for meeting established clinical diagnostic criteria.

21. (C) Chromosome 21
Down syndrome is a genetic condition caused by trisomy 21, where an individual possesses three copies of chromosome 21 instead of two. This genetic addition affects physical and cognitive development, resulting in characteristic physical features, developmental delays, and varying degrees of intellectual disability requiring tailored educational support and medical monitoring throughout life.

NODIA

22. (C) Fragile X Syndrome
Fragile X syndrome is an inherited genetic condition caused by a mutation in the FMR1 gene located on the X chromosome. It is the most common known cause of inherited intellectual disability, frequently presenting with characteristic physical features like an elongated face and prominent ears, alongside behavioural challenges and social communication difficulties.

23. (D) Toxoplasmosis, Other agents, Rubella virus, Cytomegalovirus, and Herpes simplex virus
The TORCH acronym represents a group of infectious disease agents that cause congenital infections when contracted during pregnancy. It stands for Toxoplasmosis, Other agents, Rubella virus, Cytomegalovirus, and Herpes simplex virus. Maternal transmission of these pathogens to the fetus can cause central nervous system damage, structural brain abnormalities, and subsequent intellectual disability.

24. (D) I, II, III, and IV
Prenatal factors significantly impact fetal brain development and can cause intellectual disability. Maternal alcohol consumption introduces teratogenic effects, while severe maternal malnutrition deprives the developing brain of vital nutrients. Similarly, maternal exposure to high radiation levels and iodine deficiency can permanently impair fetal neural architecture, leading to lifelong cognitive and developmental delays.

25. (B) Environmental teratogenic cause during pregnancy
Fetal Alcohol Spectrum Disorder is an environmental teratogenic condition caused by maternal alcohol consumption during pregnancy. Alcohol crosses the placenta, acting as a teratogen that disrupts normal fetal brain development. This exposure causes structural brain damage, facial dysmorphology, and cognitive deficits, making it a completely preventable non-genetic prenatal cause of intellectual disability.

on others, and hinders problem-solving attempts, even when tasks are well within their capability.

45. (D) Structuring learning tasks to ensure high success rates, thereby building competence and personal confidence.
Fostering a positive self-concept in students with intellectual disabilities requires structuring educational tasks to ensure high rates of success. Breaking learning objectives into achievable steps provides immediate positive reinforcement, builds personal confidence, and mitigates feelings of learned helplessness, encouraging active participation and self-efficacy across learning environments.

46. (C) Independent toileting and bathing
Activities of Daily Living represent fundamental self-care tasks essential for basic personal care and hygiene. Examples include independent toileting, bathing, dressing, eating, and personal grooming. In contrast, Instrumental Activities of Daily Living involve more complex community living skills like handling finances, cooking meals, managing medication, and using public transportation systems.

47. (B) Inability to safely prepare a simple sandwich independently in a kitchen setting
The practical domain of adaptive behaviour involves essential daily living skills, home care, and occupational abilities necessary for personal independence. Inability to safely prepare a simple meal, such as a sandwich, reflects a functional deficit in the practical domain, impacting an individual's self-sufficiency in managing daily household activities safely.

48. (A) I and II only
Teaching daily living skills to students with intellectual disabilities is most effective when tasks are broken down into manageable sequential steps using task analysis. Combining structured steps with immediate positive feedback and direct modeling optimizes learning, whereas relying solely on verbal explanations without visual or physical modeling is generally ineffective for these learners.

49. (B) Task Analysis -> Baseline Assessment -> Instruction with Prompting -> Skill Generalization
Effective instruction in personal hygiene begins with creating a task analysis that breaks the target routine into sequential steps. A baseline assessment then determines current independent performance. Systematic instruction using appropriate prompts is delivered until mastery is achieved, followed by practicing the skill across settings to ensure generalization.

50. (A) Both A and R are true and R is the correct explanation of A
Adolescents with moderate intellectual disabilities require direct, explicit instruction for community safety skills like road crossing. Unlike typically developing peers who absorb safety rules observationally, individuals with intellectual disabilities often struggle with incidental learning and need structured, real-world instruction to acquire and consistently execute safe community habits.

51. (B) Two standard deviations below the mean (IQ approximately 70 or below)
In standardized psychometric intelligence testing, the clinical threshold for identifying significantly subaverage intellectual functioning is set at two standard deviations below the population mean. On standard IQ tests with a mean of 100 and standard deviation of 15, this cutoff corresponds to an IQ score of 70 or below.

NODIA

52. (D) Wechsler Intelligence Scale for Children (WISC)
The Wechsler Intelligence Scale for Children is a globally recognized, standardized psychometric test used to evaluate general cognitive abilities and intelligence in children. It assesses diverse intellectual domains, including verbal comprehension, visual spatial reasoning, fluid reasoning, working memory, and processing speed, generating detailed full-scale intelligence quotient scores.

53. (B) The tests contain inherent cultural biases that prevent accurate measurement of genuine cognitive capacity.
Standardized intelligence tests often carry inherent cultural biases when administered to children from diverse linguistic and cultural backgrounds in India. Many test items rely on unfamiliar Western concepts, language structures, or experiences, which can lead to invalid results that underrepresent a child's true underlying cognitive capabilities and potential.

mathematical concepts by directly interacting with physical, meaningful items in their environment.

36. (D) Receptive language is generally better than expressive language.
In language development among children with intellectual disabilities, receptive language skills typically exceed expressive language capabilities. While these children generally understand more spoken language and instructions than they can verbally express, their overall development of both skills follows a delayed path, with vocabulary and sentence structure progressing slower than in typically developing peers.

37. (B) Consistent use of concrete, literal language structured with simple sentence syntax.
Individuals with moderate intellectual disability usually exhibit communication characterized by simple sentence structures, limited vocabulary, and highly concrete, literal language. They typically speak using basic syntax to convey essential needs and thoughts while avoiding complex grammatical structures, abstract concepts, or figurative expressions that require advanced cognitive and linguistic processing.

38. (C) Articulation
Articulation refers to the physical production of clear speech sounds using the vocal tract, tongue, and lips. Speech sound disorders involving incorrect pronunciation, omissions, or substitutions of sounds reflect impairments in articulation. These challenges are highly prevalent among children with intellectual disabilities due to motor coordination difficulties and developmental delays.

39. (D) Difficulty processing idiomatic language
Idioms and figurative expressions require abstract linguistic processing rather than literal interpretation. A student with an intellectual disability often interprets statements literally and struggles with non-literal phrases like raining cats and dogs. This difficulty stems from limitations in abstract language processing, requiring teachers to use clear, direct, and explicit communication.

40. (A) Failing to take conversational turns or missing subtle social cues
Pragmatic language involves understanding and applying rules for social communication within interactive settings. Children with intellectual disabilities often experience pragmatic difficulties, such as failing to maintain eye contact, missing subtle non-verbal cues, interrupting others, or struggling with conversational turn-taking, which can impact their ability to build meaningful social relationships.

41. (B) Experiencing difficulty in interpreting subtle social cues, such as facial expressions or tone of voice.
Social-emotional development in individuals with intellectual disabilities is often impacted by difficulties in interpreting non-verbal social cues, such as subtle facial expressions, body language, and vocal tones. These processing challenges can lead to misunderstandings, inappropriate social responses, and difficulty forming peer relationships within inclusive mainstream and community environments.

42. (B) A form of functional communication expressing internal frustration, physical pain, or an unmet need
Challenging behaviours in non-verbal individuals with severe intellectual disabilities usually serve a communicative function. When individuals lack verbal skills, actions such as tantrums or self-injury are often non-verbal expressions used to communicate internal frustration, physical discomfort, overload, or unmet needs, requiring functional behavioural assessments to identify underlying causes.

43. (B) I, III, and IV only
Individuals with intellectual disabilities often exhibit outer-directedness, relying on external guidance due to past failures, making them susceptible to social exploitation and peer influence. Repeated academic and social setbacks can foster learned helplessness. They are generally less resistant to peer pressure, often conforming easily to gain social acceptance from others.

44. (C) The psychological belief that personal actions do not affect outcomes, stemming from repeated failures.
Learned helplessness is a psychological condition where an individual develops a belief that their actions will not produce success, usually resulting from repeated experiences of failure. In students with intellectual disabilities, this state reduces motivation, causes passive dependency

Downloaded from www.pdf.tube

daily independence. Priorities for students with intellectual disabilities include telling time, identifying monetary currency, counting money, making basic purchases, and understanding simple schedules. These functional skills empower individuals to manage personal time and conduct basic financial transactions in their communities.

64. (A) I, II, and III only
Traditional academics focus on broad theoretical development, whereas functional academics emphasize practical daily living skills. Functional mathematics prioritizes time and money concepts over complex algebra, while functional reading covers labels, schedules, and environmental signs rather than literary analysis. Functional academics include basic reading and writing tailored to real-world tasks.

65. (A) Maximize student capacity to function independently across diverse community settings
Transitioning an older student with moderate intellectual disability to a functional academic curriculum focuses on teaching skills needed for community living and vocational success. Prioritizing practical reading, writing, and math directly enhances personal autonomy, helping individuals navigate daily routines and community environments as independently as possible during adulthood.

66. (C) Personal care hygiene, daily domestic living, and community skills
A comprehensive life skills curriculum for students with intellectual disabilities focuses on practical abilities needed for daily self-sufficiency. Core components include personal hygiene, self-care routines, basic domestic chores, safety awareness, functional communication, and community navigation skills, fostering personal independence across home, school, and public environments throughout adulthood.

67. (A) Embedding skills into daily instruction through direct use of authentic, real-world contexts.
Teaching life skills to students with intellectual disabilities is most effective when integrated into authentic, real-world contexts and hands-on experiences. Direct instruction within meaningful daily routines reinforces learning, promotes skill retention, and addresses generalization challenges, allowing students to apply practical skills naturally in home, school, and community environments.

NODIA

68. (D) Task analysis methodology
Task analysis is an instructional methodology that breaks down a complex skill into smaller, sequential, and manageable steps. By dividing the tooth-brushing routine into individual steps, the teacher can systematically instruct, prompt, and assess the student on each component, facilitating learning and independence for individuals with intellectual disabilities.

69. (B) Allowing the student to make a simple choice between two appropriate food options during snack time.
Teaching decision-making to a student with a mild intellectual disability is effectively achieved by providing structured, concrete choices within daily routines. Allowing a student to choose between two food items during snack time provides a practical opportunity to practice decision-making, encouraging autonomy and self-determination in an age-appropriate setting.

70. (C) Through direct observation of the student performing target skills in natural settings
Progress in a life skills curriculum is best evaluated through direct observation of the student performing target behaviors in natural, everyday environments. Observing performance during real-life routines provides an accurate measure of functional capability, skill mastery, and generalization, offering actionable data to guide future instructional planning and support.

71. (D) Maintaining punctuality, following directions, and remaining on task
Pre-vocational skills are foundational work habits and social behaviours necessary prior to job-specific training. For individuals with intellectual disabilities, critical pre-vocational skills include maintaining punctuality, following instructions, remaining on task, accepting supervision, and practicing basic workplace communication, which form the groundwork for successful future employment integration.

72. (A) VAP-MR (Vocational Assessment and Programming System)
The Vocational Assessment and Programming System for Persons with Mental Retardation, developed by NIEPID, is a standard tool in India. It evaluates vocational readiness, work

54. (C) Binet-Kamat Test of Intelligence
The Binet-Kamat Test of Intelligence is a widely recognized psychological assessment tool specifically adapted and standardized for the Indian population. Derived from early Binet-Simon scales, it evaluates general intellectual functioning across verbal and non-verbal domains, taking into account Indian socio-cultural contexts to yield mental age and intelligence quotient measurements.

55. (D) The child does not meet criteria for Intellectual Disability due to the absence of significant deficits in adaptive functioning.
A formal diagnosis of Intellectual Disability strictly requires significant impairments in both general intellectual functioning and adaptive behavior. Although the child scored below the traditional IQ threshold, demonstrated age-appropriate adaptive skills in personal care, peer interaction, and communication prevent meeting diagnostic criteria, emphasizing that low IQ alone is insufficient.

56. (A) Vineland Adaptive Behavior Scales (VABS)
The Vineland Adaptive Behavior Scales is a widely recognized standardized assessment tool designed to measure adaptive behaviour. Administered through semi-structured interviews with parents, teachers, or caregivers, it evaluates personal and social skills across communication, daily living, socialization, and motor domains, helping diagnose developmental delays and plan individual supports.

57. (B) Criterion-referenced scale for assessing adaptive behaviours and guiding program planning
The Madras Developmental Programming System is a criterion-referenced assessment tool developed in India specifically for individuals with intellectual disabilities. It evaluates functional adaptive behaviours across key domain areas, helping special educators establish baseline capabilities, formulate Individualized Education Programs, and systematically monitor functional progress over time.

58. (B) Part A: Skill behaviours; Part B: Problem behaviours
The Behavioral Assessment Scales for Indian Children with Mental Retardation is an assessment tool designed for special education settings. Part A evaluates skill behaviours across functional domains such as motor, daily living, language, reading, and writing. Part B assesses problem behaviours, assisting educators in designing intervention and support programs.

59. (B) II and III only
Evaluating adaptive behaviour focuses on assessing an individual's typical performance in daily life rather than their maximum potential during clinical testing. It relies primarily on indirect reporting from parents, caregivers, and teachers who observe the person in natural environments, providing a realistic picture of independent functional capabilities across daily domains.

60. (C) Practical skills
Assessing a student's ability to complete a dressing routine falls under the practical domain of adaptive behaviour. The practical domain focuses on independent personal care, daily living activities, health, safety, and domestic tasks. Evaluating required prompts during dressing directly measures functional self-care capabilities necessary for daily personal independence.

61. (D) Teaching practical academic skills directly applicable to routine daily living and independence.
Functional academics refers to an educational approach that prioritizes practical, real-world skills over theoretical academic knowledge for students with intellectual disabilities. It focuses on teaching functional reading, writing, and math concepts directly applicable to daily routines, community participation, and independent living, such as recognizing safety signs and handling money.

62. (C) Recognizing and understanding essential safety signs like "STOP" and "EXIT"
Functional reading emphasizes acquiring environmental sight words and symbols essential for safety, independence, and community navigation. Recognizing signs such as STOP and EXIT enables a student with an intellectual disability to navigate surroundings safely and independently, making it a clear, practical example of a functional reading instruction goal.

63. (B) Read clocks to tell time, recognize monetary currency, and execute simple purchases
Functional mathematics focuses on teaching practical numerical concepts necessary for

Click Here to Buy book on Amazon

guide the learner correctly through the target action, ensuring immediate success before systematically fading prompts to lesser levels like modeling or verbal cues.

83. (A) Prompt fading
Prompt fading is the systematic process of gradually reducing instructional assistance as a student acquires competence in a target skill. By systematically moving from intrusive prompts to less intrusive cues, the educator encourages independent task performance, preventing prompt dependence and ensuring the student masters the skill autonomously.

84. (D) I, II, and III
Prompts are instructional supports used to guide learners toward correct responses. Gestural prompts involve non-verbal actions like pointing to an object. Verbal prompts use spoken instructions or cues to guide behavior. Physical prompts involve direct physical guidance, such as guiding a student's hand to complete a task correctly.

85. (B) Pausing a set duration between giving an instruction and prompting, allowing independent response time.
The time delay procedure is an instructional technique where a predetermined pause is inserted between delivering a task request and providing a prompt. This systematic delay allows the student an opportunity to initiate the correct response independently before assistance is offered, facilitating the gradual fading of instructional prompts over time.

86. (C) Practicing a skill beyond initial mastery to promote long-term retention and automaticity.
Overlearning refers to continuing structured practice of a skill after initial mastery has been demonstrated. In special education, overlearning strengthens neural pathways, enhances skill retention, increases fluency and automaticity, and helps prevent skill regression, making it a critical instructional strategy for students with intellectual disabilities.

87. (D) Because memory deficits necessitate multiple instructional exposures to consolidate information long-term.
Students with intellectual disabilities frequently experience short-term memory deficits and processing challenges, making skill consolidation difficult. Repetition is heavily emphasized in instruction because repeated exposures and structured practice assist in transferring newly acquired skills into long-term memory, ensuring better skill retention, automaticity, and functional recall across daily contexts.

88. (A) Distributed practice methodology
Distributed practice involves spreading short, structured practice sessions over time rather than concentrating instruction into one long block. For students with intellectual disabilities, distributed practice prevents mental fatigue, supports working memory, and improves long-term skill retention, making it superior to massed practice for consolidating new learning across contexts.

89. (B) I, III, and IV only
Enhancing memory retention in students with intellectual disabilities relies on multi-sensory strategies, frequent structured repetition, overlearning, and linking new learning to real-world experiences. In contrast, relying on mechanical rote memorization without meaningful context is generally ineffective, as it hinders true comprehension and real-world skill generalization across environments.

NODIA

90. (C) Maintenance
Maintenance is the phase of learning where a student continues to perform a mastered skill accurately over time after direct instruction has ceased. Providing periodic practice opportunities during maintenance ensures that the individual retains fluency and functionality, preventing skill loss or regression across home, school, and community environments.

91. (A) Learners process tangible objects and direct experiences more easily than abstract symbols.
The principle of progressing from concrete to abstract instruction aligns with cognitive development in students with intellectual disabilities. These learners process tangible, real-world objects and direct physical experiences much more effectively than symbolic representations, establishing a strong experiential foundation before introducing abstract concepts, words, or mathematical symbols.

92. (B) Drawing tally marks or pictorial representations to solve 2 + 3
In the Concrete-Representational-Abstract framework, the representational phase bridges physical objects and abstract symbols. It involves using visual or pictorial representations, such as drawing tally marks, dots, or pictures of items, to represent mathematical quantities before transitioning to purely symbolic numbers and operational signs in addition problems.

93. (D) Concrete to Abstract
The teacher is applying the Concrete to Abstract instructional principle. Beginning with real fruits allows direct physical interaction, progressing to pictures provides visual representations, and culminating in the written word introduces abstract symbolic representation. This sequential approach builds concept comprehension systematically for students with intellectual disabilities.

94. (C) Understanding abstract historical time concepts like "100 years ago"
Students with moderate intellectual disability struggle with abstract concepts that lack tangible, visual, or immediate personal experiences. Historical time frames, such as understanding events from a century ago, represent highly abstract ideas without concrete reference points, making them significantly harder to comprehend than practical tasks involving physical manipulation or direct visual matching.

95. (B) Concrete instruction
Utilizing physical manipulatives like Dienes blocks, abacuses, or real coins directly supports concrete instruction. These tangible teaching tools allow students with intellectual disabilities to physically touch and manipulate mathematical concepts, converting abstract numerical relationships into meaningful, hands-on visual experiences that significantly enhance concept comprehension and retention during classroom learning.

96. (D) Allowing students to progress through curriculum content at a speed aligned with cognitive ability.
Individualized pacing in special education involves tailoring the speed of instructional delivery to match the unique cognitive capabilities and learning rates of individual students. Rather than forcing learners to keep up with a rigid, standardized timeline, individualized pacing allows students with intellectual disabilities to master educational concepts thoroughly before moving forward.

97. (A) Small-step instruction approach
The small-step instruction approach breaks complex educational content into tiny, sequential, and highly manageable instructional components. By mastering one small unit before advancing to the next, students with intellectual disabilities experience high success rates, reduced cognitive overload, and steady academic progress, ensuring that foundational skills are thoroughly consolidated prior to introducing new learning.

98. (C) By conducting baseline assessments and continuously monitoring the student's ongoing mastery data.
Special educators establish the appropriate individual learning pace for a student with an intellectual disability by conducting initial baseline assessments and continuously tracking ongoing performance data. Regular monitoring provides empirical evidence of skill mastery, enabling teachers to make timely adjustments to instructional speed, prompt levels, and lesson difficulty based on student progress.

99. (B) II and III only
An Individualized Education Program establishes specific, measurable goals aligned with a student's current performance levels, incorporating effective methodologies like small-step instruction. Unlike rigid curricula, an IEP does not enforce arbitrary deadlines; instead, it adapts pacing to match the learner's individual rate of mastery and evolving educational needs throughout the academic year.

100. (D) Achieves accuracy and fluency on a target step before advancing to the subsequent instruction step.
Mastery learning is a core instructional philosophy requiring students to demonstrate a high level of accuracy and fluency on a specific learning objective before advancing to subsequent content. For individuals with intellectual disabilities, this ensures that prerequisite knowledge is firmly established, preventing learning gaps and supporting cumulative skill acquisition.

Downloaded from www.pdf.tube

101. (B) Determining behavioral function and teaching functional alternative skills to serve the same purpose.
Positive Behavior Support is a proactive, values-based framework for addressing challenging behaviours in individuals with intellectual disabilities. Rather than using punitive measures or physical suppression, PBS utilizes functional behavioural assessments to identify the underlying purpose of a behaviour and teaches socially appropriate replacement skills that fulfill that same functional need.

102. (C) Antecedent, Behavior, Consequence
In Functional Behavioral Assessment, the ABC model provides a structured framework for analyzing behaviour patterns. ABC stands for Antecedent, Behavior, and Consequence. Examining environmental triggers occurring before a behaviour and events immediately following it allows educators to identify the maintaining variables and functional purpose behind challenging student actions.

103. (D) Token economy
A token economy is a systematic reinforcement system where students earn tokens, such as stickers or points, for exhibiting target appropriate behaviours. These earned tokens are later exchanged for backup reinforcers, such as free play or preferred activities, effectively increasing positive student engagement and task completion in special education classrooms.

104. (A) Adjust task difficulty and teach the child to communicate "help" or "break" appropriately.
When a Functional Behavioral Assessment identifies that head-banging is maintained by escaping difficult tasks, proactive intervention involves modifying task demands to match the student's ability level. Simultaneously, the student is taught a functional communication skill, such as requesting help or taking a break, providing an appropriate replacement behavior to escape distress.

105. (B) Differential Reinforcement of Alternative Behavior
Differential Reinforcement of Alternative Behavior is a behavioral procedure where reinforcement is delivered for a desirable alternative behaviour while withholding reinforcement for the problem behavior. Reinforcing a student for keeping hands flat on the desk provides a positive, functionally incompatible alternative to hand-flapping, thereby systematically reducing unwanted behaviors.

106. (B) Utilizing structured role-play where teachers and students practice target scenarios safely.
Structured role-playing is an effective, active-learning strategy for teaching social skills to students with mild to moderate intellectual disabilities. Practicing specific social scenarios in a safe environment allows learners to rehearse appropriate behaviors, receive immediate teacher feedback, and refine communication skills before applying them in real-world social situations.

107. (A) Video modeling
Video modeling is an evidence-based instructional strategy where a student watches a video demonstration of a targeted behavior or skill performed correctly by a peer or adult. This visual approach allows individuals with intellectual disabilities to observe, process, and imitate appropriate social interactions, communication cues, and daily living routines effectively.

108. (C) To offer an individualized narrative detailing a social situation, expected cues, and appropriate responses.
A Social Story is an individualized short narrative designed to describe specific social situations, relevant environmental cues, and appropriate behavioral responses. For students with intellectual disabilities, Social Stories simplify complex social interactions, reduce situational anxiety, and clarify social expectations by providing explicit, visually supported guidance for novel or challenging routines.

NODIA

109. (C) I and III only
Structured social skills training for students with intellectual disabilities must be explicitly taught, as incidental social learning is frequently impaired. While initial instruction can occur in structured settings, practicing and generalizing social skills within natural environments, such as during school recess or community outings, is essential for authentic skill retention.

110. (C) Peer tutoring or peer buddy model
The peer tutoring or peer buddy model pairs a student with an intellectual disability with a trained, typically developing classmate. The peer buddy models appropriate social behaviors,

CHAPTER 15
Specific Learning Disabilities (SLD)

1. Under the Rights of Persons with Disabilities (RPwD) Act, 2016, Specific Learning Disabilities (SLD) are classified under which broader category of disabilities?
(A) Physical Disabilities
(B) Neuro-developmental Disorders
(C) Intellectual Disabilities
(D) Multiple Disabilities

2. Consider the following conditions mentioned in relation to Specific Learning Disabilities under the RPwD Act, 2016:
I. Dyslexia
II. Dysgraphia
III. Dyscalculia
IV. Dyspraxia
Which of the above are explicitly included in the definition of SLD under the Act?
(A) I, II, and III only
(B) I and III only
(C) I, II, III, and IV
(D) II, III, and IV only

3. Which of the following statements incorrectly describes the RPwD Act, 2016 criteria for identifying Specific Learning Disabilities?
(A) The learning difficulties must be primarily due to visual, hearing, or motor disabilities.
(B) The disability is characterized by a deficit in processing language, spoken or written.
(C) It includes conditions such as perceptual disabilities and dyslexia.
(D) It manifests itself as a difficulty to comprehend, speak, read, write, spell, or to do mathematical calculations.

4. In the context of disability certification in India, what is the minimum percentage of impairment required for an individual with SLD to be considered a person with a "benchmark disability"?
(A) 30 percent
(B) 40 percent
(C) 50 percent
(D) 60 percent

5. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Specific Learning Disability is fundamentally different from Intellectual Disability.
Reason (R): Individuals with Specific Learning Disabilities generally have average or above-average intelligence, whereas Intellectual Disability involves significant limitations in general intellectual functioning.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

6. A Class III teacher observes that a student, despite having normal vision and intelligence, consistently reverses letters (e.g., 'b' for 'd') while reading, struggles to decode new words, and reads at a very slow pace. This scenario is most indicative of which condition?
(A) Dyspraxia
(B) Dysgraphia
(C) Visual Impairment
(D) Dyslexia

7. Dyslexia is primarily characterized by a core deficit in which of the following areas?
(A) Fine motor coordination
(B) Phonological processing
(C) Visual-spatial reasoning
(D) Executive functioning

8. Which reading process is typically the most severely affected in a child with dyslexia during early literacy development?
(A) Memorization of high-frequency sight words
(B) Silent reading comprehension of picture stories
(C) Decoding phoneme-grapheme correspondences
(D) Rote memorization of the standard alphabet song

Click Here to Buy book on Flipkart

time and providing access to qualified scribes or readers. These structural accommodations alleviate time pressure and overcome reading or writing barriers, allowing students to demonstrate their true understanding of subject matter fairly.

120. (D) I, II, and III
Standardized academic tests often provide limited actionable data for students with severe intellectual disabilities. Alternate assessments aligned with alternate achievement standards evaluate progress on functional IEP goals, while criterion-referenced checklists and observational data serve as vital evaluation tools to track independence in daily living routines and personal adaptive skills.

121. (B) Visual schedule
A visual schedule uses pictures, icons, or symbols to represent daily tasks and activity sequences. It serves as an effective support tool for students with intellectual disabilities by structuring classroom routines, predicting upcoming transitions, reducing anxiety caused by unexpected changes, and fostering independent navigation throughout the school day.

122. (B) Velcro shoes and elastic waistbands
Adaptive tools such as shoes with Velcro closures and pants with elastic waistbands support independence in self-care for students with intellectual disabilities who have fine motor challenges. Replacing complex fasteners simplifies dressing routines, reducing physical frustration and enabling individuals to master daily personal hygiene and clothing tasks independently.

123. (A) Augmentative and Alternative Communication (AAC) devices like picture systems or speech output tools
For non-verbal individuals or those with severe speech limitations, Augmentative and Alternative Communication systems provide essential support. AAC ranges from low-tech picture exchange books to high-tech speech-generating devices, enabling individuals with severe intellectual disabilities to express personal needs, communicate choices, and interact meaningfully with caregivers and educators.

124. (C) A visual timer showing remaining time via a shrinking colored block
A visual timer displaying remaining time through a shrinking colored disk serves as an effective assistive tool for students with intellectual disabilities who struggle with abstract time concepts. Providing a concrete, visual representation of passing time assists learners in pacing themselves, anticipating activity transitions, and managing classroom task durations.

125. (D) Color-coded organizing systems framework
Utilizing color-coded bins to categorize classroom items creates a structured visual environment that aids navigation for students with intellectual disabilities. This color-coded organizing strategy simplifies task recognition, reduces cognitive processing demands, and helps learners retrieve and return instructional materials independently during daily classroom routines.

126. (B) 14 to 16 years
Formal transition planning for students with intellectual disabilities should systematically begin around fourteen to sixteen years of age. Initiating transition plans during early adolescence ensures adequate time to identify individual post-school goals, deliver targeted vocational training, develop independent living skills, and establish necessary community support links prior to graduation.

127. (B) Post-secondary education/training, competitive employment, and independent living
An Individualized Transition Plan for a student with an intellectual disability must outline clear, measurable post-school goals across essential adult domains. Key components include post-secondary education or vocational training, competitive or supported employment options, and independent living skills, ensuring a structured trajectory from secondary school into adult community life.

128. (D) Providing targeted individual supports like job coaching to secure paid work in the open labor market.
The core principle of supported employment is placing individuals with intellectual disabilities into competitive, paid jobs within integrated work environments while providing individualized support. Utilizing job coaches and workplace accommodations enables individuals to perform

Downloaded from www.pdf.tube

provides academic assistance, and fosters positive social interactions, promoting inclusive social integration, mutual understanding, and natural friendship opportunities within general education environments.

111. (B) Delivering sustained instruction directly within real community settings rather than school buildings.
Community-Based Instruction is an educational approach where functional life skills are taught directly within real-world community environments rather than traditional classroom settings. By practicing skills like purchasing items, using public transit, and visiting public places in actual settings, students acquire functional independence while overcoming cognitive generalization difficulties.

112. (D) To overcome generalization deficits by teaching functional skills directly within natural application environments.
Students with intellectual disabilities frequently struggle to transfer skills learned in simulated classroom environments to real-world contexts. The primary rationale for Community-Based Instruction is to overcome these generalization deficits by delivering direct instruction within natural community settings, ensuring that functional reading, math, and daily living skills are retained.

113. (A) Accompanying a student to a store to select items, converse with the cashier, and pay using real currency.
Accompanying a student to an actual store to select merchandise, communicate with cashiers, and complete transactions using real currency is a clear example of Community-Based Instruction. Teaching money skills in genuine commercial environments ensures natural context learning, direct application, and practical skill generalization for students with intellectual disabilities.

114. (C) Community-Based Instruction model
Taking students regularly to local community sites, such as a post office, to practice practical skills like reading environmental signs, waiting in queues, and communicating with clerks exemplifies Community-Based Instruction. This approach embeds functional learning into authentic public environments to foster independent living skills and real-world community participation.

115. (A) CBI explicitly teaches target IEP goals in natural settings, whereas field trips are episodic enrichment activities.
Community-Based Instruction fundamentally differs from traditional field trips in purpose and frequency. While field trips are episodic, recreational enrichment events, CBI involves ongoing, structured instruction directly tied to specific IEP goals, systematically teaching functional skills across natural community settings to foster independent adult living capabilities.

116. (D) Simplifying language, utilizing clear visual formatting, and reducing multiple-choice options.
Modifying written assessments for students with mild intellectual disabilities involves adapting test formatting and language to match cognitive processing levels. Effective adaptations include simplifying instructions, providing visual supports, using clear layouts, and reducing the number of answer options, allowing students to demonstrate content knowledge without unnecessary cognitive barriers.

NODIA

117. (B) Functional performance-based assessment
A functional performance-based assessment evaluates a student's ability to complete practical, real-world tasks directly rather than relying on written paper-and-pencil tests. Observing a student perform functional activities, such as sorting coins or preparing a simple snack, yields authentic diagnostic data regarding their daily living skills and functional adaptive capabilities.

118. (C) Portfolio assessment
A portfolio assessment involves systematically collecting a student's work samples, observational checklists, and progress records over an extended period. In special education, portfolio assessments document growth, display authentic skill development, and provide a comprehensive picture of a learner's individual progress across functional, fine motor, and academic domain areas.

119. (D) Granting extended test duration along with access to a certified scribe or reader
Standard examination accommodations provided by educational boards for students with certified Intellectual Disabilities include granting extra

a resource room for specific subjects, ensuring specialized academic support alongside inclusive peer participation.

138. (B) When intensive medical and behavioral needs cannot be safely or effectively accommodated in general education settings.
Special school placement is generally considered appropriate when a student presents with severe intellectual disabilities, complex medical conditions, or intensive behavioral needs that cannot be safely or effectively supported in general education environments, even with comprehensive supplementary aids, specialized accommodations, and individualized support services.

139. (A) Reverse integration (or reverse inclusion) model
Reverse integration, or reverse inclusion, is an educational practice where typically developing students visit a special education school or classroom to participate in joint academic, artistic, or social activities. This model promotes mutual understanding, breaks down social stigma, and fosters positive peer interactions within a supportive special education environment.

140. (C) The statutory right of children and parents to select between inclusive neighborhood schools and special schools.
In India, legal frameworks like the Rights of Persons with Disabilities Act 2016 and the Right to Education Act mandate inclusive education while respecting parental choice. The law guarantees parents and children with benchmark disabilities the statutory right to choose between enrolling in inclusive neighborhood mainstream schools or specialized special schools.

****

Click Here to Buy book on Amazon

18. The innate ability to instantly recognize the number of objects in a small group without consciously counting them is often impaired in dyscalculia. What is this ability called?
(A) Chunking
(B) Sequencing
(C) Seriation
(D) Subitizing

19. Which of the following is the most characteristic early warning sign of dyscalculia in a primary school child?
(A) Persistent reliance on finger counting for basic addition past developmental norms
(B) Inability to hold a pencil properly or maintain an effective writing grip during tasks
(C) Frequent reversal of similar visual letters such as 'p' and 'q' during writing tasks
(D) Consistent difficulty remembering and recalling the familiar names of classroom peers

20. Dyspraxia is primarily defined as a neurological disorder that impacts:
(A) The accurate decoding and processing of spoken phonemes in words
(B) Long-term memory storage and retrieval of factual information
(C) Motor skill coordination and movement planning
(D) Social communication skills, conversational turn-taking, and eye contact

21. Identify the incorrect pair regarding specific learning disabilities and their alternate terminologies:
(A) Dyscalculia – Developmental Coordination Disorder
(B) Dyslexia – Specific Reading Disability and decoding deficit
(C) Dysgraphia – Specific Writing Disability and expression impairment
(D) Dyspraxia – Motor Learning Difficulty and movement planning disorder

22. A student frequently bumps into desks, has trouble using scissors, struggles to button their shirt, and handwriting is labored due to awkward pencil grasp. Which condition is most strongly indicated by this scenario?
(A) Dyslexia
(B) Dyscalculia
(C) Slow Learner
(D) Dyspraxia

23. While dyspraxia is not strictly a language or reading disorder, why is it often studied under the umbrella of Specific Learning Disabilities in educational settings?
(A) Because it directly causes severe and generalized intellectual impairment across all domains.
(B) Because it often co-occurs with SLD and affects academic tasks like writing.
(C) Because it directly impairs visual acuity and fundamental optical perception mechanisms.
(D) Because it is classified as a core subtype under the broader Autism Spectrum Disorder framework.

24. Neuroimaging studies of individuals with dyslexia typically show altered activation patterns in which hemisphere of the brain during reading tasks?
(A) Right hemisphere
(B) Cerebellum only
(C) Left hemisphere
(D) Brainstem

25. Consider the following statements regarding the neurological basis of Specific Learning Disabilities:
I. SLD involves structural and functional differences in the brain.
II. In dyslexia, there is often under-activation in the left parieto-temporal and occipito-temporal regions.
III. SLD is caused by localized brain damage or trauma after birth.
IV. The brain differences in SLD affect how information is processed, stored, and retrieved.
Which of the above statements are correct?
(A) I, II, and IV only
(B) I, III, and IV only
(C) II and III only
(D) I, II, III, and IV

NODIA

26. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Intensive, evidence-based remedial reading instruction can change brain activation patterns in students with dyslexia.
Reason (R): The human brain exhibits neuroplasticity, allowing it to form new neural pathways in response to targeted learning

9. Identify the correct pair regarding learning disabilities and their core affected domains:
(A) Dyslexia – Mathematical reasoning and calculations
(B) Dysgraphia – Reading fluency and text comprehension
(C) Dyscalculia – Written expression and essay composition
(D) Dyslexia – Word recognition and spelling

10. Consider the following behavioral signs observed in a primary classroom:
I. Difficulty rhyming words
II. Trouble recognizing sight words
III. Mispronouncing long, unfamiliar words
IV. Poor grasp of math word problems due to reading errors
Which combination of these signs points towards dyslexia?
(A) I and II only
(B) I, II, and III only
(C) II, III, and IV only
(D) I, II, III, and IV

11. Dysgraphia can manifest as a difficulty in both the physical act of writing and the cognitive process of writing. Which term is used to describe dysgraphia that primarily affects the linguistic and cognitive formulation of written expression rather than just handwriting?
(A) Motor dysgraphia
(B) Dyslexic dysgraphia
(C) Spatial dysgraphia
(D) Semantic dysgraphia

12. Which of the following is a core defining feature of dysgraphia?
(A) Inability to perform basic arithmetic operations like addition and subtraction
(B) Severe handwriting illegibility and poor spelling skills
(C) Difficulty in coordinating gross motor movements during physical sports activities
(D) Inability to hear, process, and distinguish subtle phonetic speech sounds

13. A student in Class V has excellent oral vocabulary and can narrate complex stories verbally. However, when asked to write the same story, the student produces only a few poorly spelled sentences, avoids the task, and complains of hand cramps. This scenario best illustrates:
(A) Dysgraphia
(B) Receptive language disorder
(C) Dyscalculia
(D) Attention Deficit Hyperactivity Disorder

14. Which statement about the writing processes affected by dysgraphia is incorrect?
(A) It significantly impairs the automated retrieval of written letter forms from long-term memory.
(B) It causes persistent difficulties in organizing and structuring thoughts logically on paper.
(C) It stems solely from poor fine-motor grip with no cognitive basis.
(D) It heavily impacts the overall speed and fluency of copying text from the classroom board.

15. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Providing a student with dysgraphia an option to type assignments on a computer is an appropriate accommodation.
Reason (R): Dysgraphia primarily affects a student's general intelligence and ability to generate ideas.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

16. Dyscalculia is defined as a specific learning disability that affects a person's ability to:
(A) Understand spatial relations and directions in geographical maps
(B) Formulate grammatically correct and well-spelled written sentences
(C) Understand numbers and learn basic math facts
(D) Articulate complex speech sounds clearly and accurately

17. Consider the following mathematical processes:
I. Estimating quantities and distances
II. Memorizing multiplication tables
III. Understanding place value
Which of these processes are typically affected in a student with dyscalculia?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

Downloaded from www.pdf.tube

meaningful work, earn competitive wages, and achieve long-term vocational success alongside non-disabled peers.

129. (A) Vocational training must align with student interests, capabilities, and local job market openings listed in the ITP.
Linking vocational training to transition goals requires aligning instruction with the student's personal interests, individual strengths, and realistic local job market opportunities as detailed in their Individualized Transition Plan. Personalizing vocational targets ensures meaningful skill acquisition, increases job motivation, and enhances successful long-term employment outcomes in adulthood.

130. (C) Sheltered employment workshop facility
A sheltered employment workshop is a segregated vocational facility providing ongoing supervision and continuous assistance for individuals with extensive support needs. Placing a student in a specialized center to perform packaging tasks alongside peers with disabilities represents sheltered employment, offering structured work activities when open employment is currently unattainable.

131. (A) Skills taught at school must be practiced and generalized in home settings to ensure functional mastery.
Home-school collaboration is critical in special education because students with intellectual disabilities often struggle with skill generalization. Maintaining consistent communication between parents and educators ensures that skills taught at school are reinforced, practiced, and maintained across home and community settings, leading to functional mastery and long-term independence.

132. (D) Maintain consistent routines, reinforcement strategies, and language matching those utilized in school settings.
Parents serving as co-educators are most effective when they align home routines, language, and positive reinforcement strategies with those used by special educators in school. Consistency across home and educational environments reinforces learning, accelerates skill retention, reduces behavioral confusion, and supports the child's overall developmental progress across settings.

133. (B) Respite care
Respite care provides temporary, short-term relief to family caregivers of individuals with severe disabilities. Trained personnel take over daily caregiving responsibilities for a brief period, allowing family members time to rest, attend to personal needs, and reduce physical and emotional strain, ultimately supporting long-term family stability and home-based care.

134. (C) Equipping families with knowledge, skills, and resources to effectively advocate for and support their child.
An empowerment approach in special education focuses on equipping families with the necessary knowledge, advocacy skills, and resources to support their child effectively. Rather than fostering dependency or offering passive sympathy, professionals partner with parents, respecting their choices and building their capacity to navigate educational, legal, and community systems autonomously.

135. (D) Helping parents set realistic expectations while emphasizing individual strengths and potential independence.
When interacting with parents of a newly diagnosed child, a special educator plays a critical role in helping families establish realistic expectations. Highlighting the child's individual strengths, outlining achievable developmental goals, and providing guidance on supportive strategies fosters parental optimism, acceptance, and active involvement in the child's developmental path.

NODIA

136. (A) Alongside non-disabled peers in general education settings to the maximum extent appropriate.
The Principle of Least Restrictive Environment dictates that children with intellectual disabilities should be educated alongside non-disabled peers in regular classrooms to the maximum extent appropriate. Special classes or separate schooling occur only when the nature or severity of the disability prevents satisfactory education in general settings, even with supplementary aids.

137. (B) Resource room support
The resource room support model allows a student with a mild intellectual disability to remain in a general education classroom for most of the school day while receiving specialized, targeted instruction from a special educator in

experiences.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

27. The phonological deficit theory of dyslexia suggests that the core issue lies in the brain's ability to:
(A) Accurately perceive and distinguish complex visual symbols and letters clearly
(B) Process, store, and retrieve language sound structures
(C) Consistently focus visual attention on the precise central letters of a printed word
(D) Smoothly coordinate motor eye movements across a page during continuous reading

28. Research on the genetic factors of Specific Learning Disabilities has established that SLD:
(A) Is solely and completely caused by severe early environmental and educational deprivation
(B) Shows strong familial occurrence and hereditary patterns
(C) Is strictly caused by a single, easily identifiable "dyslexia gene" passed through generations
(D) Does not ever occur across multiple consecutive generations within the same family line

29. Consider the following statements regarding genetic research on SLD:
I. Identical twins are more likely to both have dyslexia compared to fraternal twins.
II. Having a parent with dyslexia significantly increases a child's risk of developing the condition.
III. SLD is inherited in a strict Mendelian dominant pattern.
Which of the above statements are correct?
(A) I and III only
(B) I and II only
(C) II and III only
(D) I, II, and III

30. Which of the following best describes the current understanding of the causes of Specific Learning Disabilities?
(A) They are purely psychological constructs resulting primarily from low academic motivation and effort.
(B) They are entirely the result of inadequate and poor instructional methods used in primary school classrooms.
(C) They stem from genetic predispositions and neurobiological differences.
(D) They are directly caused by excessive exposure to screen time and digital devices during early childhood.

31. Consider the following phonological processing skills:
I. Phoneme blending
II. Syllable segmentation
III. Recognizing rhyming words
IV. Phoneme manipulation (e.g., swapping sounds)
Which of the following represents the correct developmental sequence of acquiring these skills, from simplest to most complex?
(A) III, II, I, IV
(B) I, II, III, IV
(C) II, III, IV, I
(D) III, I, II, IV

32. A Class IV student can decode words slowly by sounding them out but reads with no expression, ignores punctuation, and completely forgets what the paragraph was about by the end of the page. This scenario highlights a difficulty primarily in:
(A) Visual acuity and peripheral vision processing
(B) Phonemic awareness and sound discrimination
(C) Reading fluency and comprehension
(D) Orthographic mapping and visual word memory

33. What is the primary cause-effect relationship between reading fluency and reading comprehension in students with dyslexia?
(A) Poor underlying text comprehension directly causes the student to read at an artificially slow pace.
(B) Laborious decoding depletes working memory needed for comprehension.
(C) A fundamental lack of receptive vocabulary directly causes weak phonological decoding skills.
(D) Attempting to read too fast causes the student to frequently skip over important contextual details.

Click Here to Buy book on Flipkart

34. A student with dyslexia frequently guesses words based on the first letter and the context rather than sounding out the whole word. This compensatory strategy indicates a deficit in:
(A) Syntactic awareness and grammar processing
(B) Semantic understanding and vocabulary recall
(C) Pragmatic language and social communication
(D) Grapheme-phoneme decoding

35. Which of the following is a common characteristic of written expression in a student with dysgraphia?
(A) Mixed print/cursive and upper/lower case letters
(B) Consistent and rich use of highly complex sentence structures
(C) Exceptionally clear and highly organized paragraph structures
(D) Remarkably rapid writing speed accompanied by high accuracy

36. Consider the following characteristics related to writing:
I. Tense grip on the pen and an awkward wrist position
II. Difficulty staying within margins and writing on a straight line
III. Frequent omission of words or letters in a sentence
Which of the above are typical characteristics of dysgraphia?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

37. All of the following are characteristic writing difficulties associated with specific learning disabilities EXCEPT:
(A) Inability to understand the spoken instructions for a writing task
(B) Poor spatial planning and disorganized layout on written paper
(C) Persistent phonetic spelling errors such as writing 'laf' for 'laugh'
(D) Marked discrepancy between rich spoken vocabulary and poor written vocabulary

38. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Students with dysgraphia often produce much shorter written answers than their oral answers.
Reason (R): The excessive cognitive effort required for the mechanical act of handwriting depletes the working memory needed for content generation.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

39. In the context of dyscalculia, "number sense" refers to the ability to:
(A) Write numbers neatly, legibly, and properly aligned within a structured grid
(B) Grasp number magnitudes, relationships, and meanings intuitively
(C) Recite numbers sequentially from 1 to 100 correctly without making mistakes
(D) Read complex mathematical word problems aloud fluently without any errors

40. Identify the correct pair regarding math-related characteristics in dyscalculia:
(A) Place value difficulty – Inability to align numbers correctly in columns for addition
(B) Directional confusion – Mixing up symbols like '+' and 'x'
(C) Poor working memory – Forgetting the steps of long division halfway through
(D) All of the above are correct pairings

41. A Class VI student frequently arrives late to class, struggles to estimate how much change to expect when buying items at the canteen, and cannot mentally calculate simple double-digit additions. This scenario is most characteristic of:
(A) Dyslexia
(B) Dyspraxia
(C) Non-Verbal Learning Disability
(D) Dyscalculia

42. Consider the following challenges faced in a math classroom:
I. Difficulty remembering math facts (like 6x7) despite extensive drill
II. Understanding mathematical concepts but failing due to calculation errors
III. Difficulty understanding terms like 'greater than' or 'less than'
IV. High proficiency in mental math but poor written alignment

NODIA

Which combination best represents the core characteristics of dyscalculia?
(A) I, II, and III only
(B) I and III only
(C) II, III, and IV only
(D) I, II, III, and IV

43. Working memory deficits are common in children with SLD. How does a working memory deficit most typically manifest during a classroom lesson?
(A) The child frequently falls completely asleep during regular classroom instruction routines.
(B) Forgetting initial steps of oral directions before the teacher finishes speaking.
(C) The child is persistently unable to recall personal past events from early childhood experiences.
(D) The child completely refuses to speak or participate verbally in front of classroom peers.

44. A student with a slow processing speed but average intelligence will most likely require which of the following accommodations?
(A) A modified curriculum with lower academic standards
(B) Extra time to complete classwork and assessments
(C) A sign language interpreter
(D) Constant physical prompting to begin tasks

45. Consider the following statements regarding executive functioning in children with SLD:
I. They may struggle with organizing their school bags and managing time.
II. They often have difficulty initiating tasks without prompting.
III. Executive functioning issues are unrelated to SLD and only occur in Autism.
Which of the above statements are true?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

46. Which of the following statements about attention characteristics in SLD is incorrect?
(A) Children with SLD may appear inattentive because they are mentally exhausted from struggling with the material.
(B) Sustained attention is often compromised during tasks that require the child's weakest skills.
(C) Attention difficulties in SLD always mean the child also has ADHD.
(D) Modifying the task to match the child's learning style can improve their apparent attention span.

NODIA

47. In the traditional assessment of Specific Learning Disabilities, the "Severe Discrepancy Model" refers to a significant gap between which two metrics?
(A) Chronological age measured in years and mental age measured by developmental scales
(B) Receptive language comprehension skills and expressive language production abilities
(C) Silent reading speed capacity and written mathematical calculation accuracy rates
(D) Standardized IQ score and academic achievement level

48. If a student has an IQ of 110 (Above Average) but their standardized reading achievement score is 75 (Significantly Below Average), what does this indicate under the discrepancy model?
(A) The student demonstrates a global delay characteristic of a slow learner profile.
(B) The student meets diagnostic criteria for a primary intellectual disability diagnosis.
(C) A significant gap suggesting a potential learning disability.
(D) The psychometric assessment tools utilized during evaluation were fundamentally faulty.

49. All of the following are valid criticisms of the Discrepancy Model for identifying SLD, EXCEPT:
(A) It relies on a "wait to fail" approach, delaying early intervention.
(B) It correctly identifies children in preschool before they start formal reading instruction.
(C) IQ tests may not accurately reflect the intelligence of children with severe reading or language delays.
(D) It excludes children whose IQ scores are slightly lower but who still possess a severe reading disability.

50. During an evaluation, a child is administered the WISC (Wechsler Intelligence Scale for Children) and scores in the average range. However, their scores on the Woodcock-Johnson Tests of Achievement show severe deficits in basic reading skills and spelling. The psychologist

curriculum in the exact same way, just at a slower pace.
(C) It necessitates continuous regular monitoring, evaluation, and systematic updating of individual educational goals.
(D) It frequently involves individualized one-on-one or small group specialized remedial instruction sessions.

66. A special educator plans a 40-minute remedial session for a student with dyslexia. The session includes 10 minutes of phonemic drills, 15 minutes of multisensory reading of new words, 10 minutes of writing practice, and 5 minutes of review. This scenario illustrates the use of:
(A) Unstructured play therapy
(B) A purely constructivist learning environment
(C) Rote memorization techniques
(D) A structured, predictable remedial routine

67. Consider the following principles of structuring remedial support for SLD:
I. Begin at the child's current instructional level, not their grade level.
II. Use a high rate of immediate, corrective feedback.
III. Ensure mastery of a skill before moving to the next.
IV. Rely heavily on independent, unsupported worksheets.
Which of the above principles are correct?
(A) I, II, and III only
(B) I and III only
(C) II, III, and IV only
(D) I, II, III, and IV

68. The Orton-Gillingham approach is highly renowned in special education for teaching students with:
(A) Visual Impairment
(B) Autism Spectrum Disorder
(C) Dyslexia
(D) Cerebral Palsy

69. The VAKT method is a core component of multisensory instruction. What do the letters VAKT stand for?
(A) Visual, Auditory, Kinesthetic, Tactile
(B) Verbal, Auditory, Kinesthetic, Tactile
(C) Visual, Affective, Knowledge, Transfer
(D) Vocal, Auditory, Kinetic, Temporal

70. Consider the following features of the Orton-Gillingham approach:
I. It is highly structured and sequential.
II. It is based on multisensory techniques.
III. It teaches whole-word memorization rather than phonics.
Which of the above statement(s) is/are correct?
(A) I only
(B) I and II only
(C) II and III only
(D) I, II, and III

71. A special education teacher asks a student to trace the letter 's' in a tray of sand while simultaneously saying the sound /s/ aloud. This teaching strategy is an application of:
(A) Cognitive Behavioral Therapy
(B) Multisensory integration
(C) Visual-spatial processing
(D) Task chaining

72. In an inclusive classroom, a teacher provides a lesson on spelling rules. The teacher shows the word on a flashcard, says the word aloud, asks the students to repeat it, and then has them air-write the word with their fingers. This scenario demonstrates:
(A) Traditional segregated special education placement outside regular classrooms
(B) The strict severe discrepancy model of psycho-educational intervention protocols
(C) Universal Design for Learning using multisensory methods
(D) A formal clinical diagnostic assessment procedure for disability identification

73. Which of the following is the most effective long-term teaching strategy/accommodation for an older student with severe dysgraphia?
(A) Continuously forcing the student to write repetitive cursive text until handwriting legibility improves
(B) Systematically lowering overall grades for poor handwriting quality to externally motivate the student
(C) Simply providing thicker or larger pencils during writing tasks without offering any other accommodations
(D) Teaching typing skills and allowing laptop use for assignments.

74. Which statement is incorrect regarding teaching strategies for students with dysgraphia?
(A) Having them copy large amounts of text from the blackboard improves their writing fluency over time.

Downloaded from www.pdf.tube

included in a comprehensive formal diagnostic assessment for Specific Learning Disability (SLD)?
(A) I and II only
(B) I, II, and III only
(C) II, III, and IV only
(D) I, II, III, and IV

58. Identify the correct pairing of an assessment domain with its purpose in SLD diagnosis:
(A) Cognitive assessment (IQ test) – To establish baseline intellectual potential
(B) Neurological exam – To assess oral reading fluency and paragraph comprehension speed
(C) Vision test – To formally diagnose developmental dyslexia and letter reversals in text
(D) Achievement test – To measure adaptive daily living skills and self-care independence

59. A child is referred for SLD assessment. The team first ensures the child has had adequate schooling, normal vision and hearing, and no primary intellectual disability. Only after ruling these out do they test for specific reading and writing deficits. This scenario highlights the diagnostic principle of:
(A) Inclusion criteria
(B) Exclusion criteria
(C) Dynamic assessment
(D) Formative assessment

60. Why is early identification and intervention heavily emphasized in the educational management of Specific Learning Disabilities?
(A) It completely prevents the child from developing severe primary intellectual disabilities later in adult life.
(B) High early brain plasticity makes targeted reading interventions more effective.
(C) It allows school administration to legally and permanently remove the child from mainstream settings early.
(D) It permanently cures and eliminates all underlying neurobiological processing differences completely.

61. Consider the following risks associated with delayed identification of SLD:
I. Development of secondary emotional and behavioral issues (e.g., anxiety, school refusal)
II. Widening of the achievement gap between the child and peers
III. Loss of critical developmental windows for foundational skill building
Which of the above are valid risks?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

62. Which of the following is the most appropriate action for a teacher who notices a 6-year-old struggling significantly with phonemic awareness despite explicit classroom instruction?
(A) Wait patiently until the child reaches 8 years of age to observe whether they outgrow the issue.
(B) Inform the parents directly that the child is simply a slow learner with limited academic potential.
(C) Initiate targeted, small-group phonics intervention immediately.
(D) Drastically reduce the child's academic workload and focus exclusively on artistic drawing tasks.

NODIA

63. All of the following represent educational needs of a child with SLD, EXCEPT:
(A) Explicit, direct instruction in deficit areas
(B) Accommodations to bypass weak skills during general assessments
(C) Strategy instruction to improve working memory and organization
(D) Exemption from all language subjects from Class 1 onwards

64. An Individualized Education Programme (IEP) for a student with SLD must primarily focus on:
(A) Permanently lowering the academic content standards and expectations of the general grade-level curriculum
(B) Teaching strictly non-academic life skills and practical vocational trades throughout the entire school day
(C) Targeting academic deficits with remedial goals while accessing general curriculum.
(D) Ensuring that the student spends the entire school day isolated inside the special resource room setting

65. Which statement about individualized remedial support for SLD is incorrect?
(A) It should be carefully designed based on a detailed psychometric assessment of the child's strengths and weaknesses.
(B) It involves teaching the exact same

notes a significant statistical difference between the two tests. This scenario demonstrates the application of:
(A) The Response to Intervention (RTI) model
(B) The Dynamic Assessment model
(C) The Ecological Assessment model
(D) The Discrepancy Model

51. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The Response to Intervention (RTI) model is increasingly preferred over the discrepancy model for SLD identification.
Reason (R): RTI provides immediate, tiered instructional support as soon as a student shows academic struggles, rather than waiting for a severe gap to develop.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

52. Which of the following is a widely used screening tool in India for identifying dyslexia in school children?
(A) Autism Diagnostic Observation Schedule Second Edition (ADOS-2)
(B) Childhood Autism Rating Scale Standardized Format (CARS-2)
(C) Dyslexia Assessment for Languages of India (DALI)
(D) Vineland Adaptive Behavior Scales Comprehensive Assessment (VABS)

53. Consider the following items typically found on an SLD early screening checklist for preschoolers:
I. Delay in learning to talk
II. Difficulty learning nursery rhymes
III. Difficulty tying shoelaces
IV. High proficiency in memorizing math tables
Which of the above represent early warning signs of SLD?
(A) I and II only
(B) I, II, and III only
(C) II, III, and IV only
(D) I, II, III, and IV

54. What is the fundamental difference between "screening" and "formal diagnostic assessment" for SLD?
(A) Screening provides a formal clinical diagnostic label, whereas comprehensive assessment only indicates preliminary risk factors.
(B) Screening can strictly only be conducted by qualified clinical psychologists, whereas assessment is carried out by classroom teachers.
(C) Screening requires several weeks of extensive psychometric testing, whereas formal diagnostic assessment takes less than five minutes.
(D) Screening identifies at-risk students; assessment confirms SLD type.

55. A regular primary school teacher uses the NIMHANS Index of Specific Learning Disabilities. How should the teacher use the results of this tool?
(A) To officially certify the child as having a benchmark disability under statutory RPwD legal benefits
(B) To identify academic deficits and refer for formal diagnosis.
(C) To immediately transfer the child permanently out of inclusive settings into a special school
(D) To determine and calculate the child's exact overall intellectual quotient (IQ) score precisely

56. According to RCI and typical Indian diagnostic protocols, a formal clinical diagnosis of Specific Learning Disability for certification purposes requires the involvement of which professional?
(A) A certified general education classroom teacher with special training
(B) A licensed speech-language pathologist specializing in pediatric care
(C) A registered clinical or rehabilitation psychologist
(D) A qualified occupational therapist specializing in physical development

57. Consider the following components involved in assessment:
I. An intelligence/cognitive assessment (e.g., WISC, Malin's)
II. An academic achievement test (reading, writing, math)
III. A detailed developmental and educational history
IV. An audiological and visual screening to rule out sensory impairments
Which of the above components are typically

Click Here to Buy book on Amazon

(B) Providing pre-printed graphic organizers helps them structure their thoughts without the burden of writing everything out.
(C) Assessing their knowledge primarily through oral examinations is a valid accommodation.
(D) Allowing the use of abbreviations or a scribe during rough drafts can reduce writing fatigue.

75. For a young child with dysgraphia struggling with letter formation and paper positioning, which application of low-tech assistive support is most appropriate?
(A) High-tech speech-to-text dictation software applications
(B) A pencil grip and slanted writing board
(C) An advanced portable electronic spell-checker device
(D) A specialized talking calculator with audio feedback

76. Consider the following interventions for writing difficulties:
I. Breaking writing assignments into smaller, manageable steps
II. Providing explicit instruction in spelling rules
III. Eliminating all writing tasks from the student's curriculum
Which of the above are appropriate remedial strategies for SLD?
(A) I only
(B) I and II only
(C) II and III only
(D) I, II, and III

77. A foundational teaching strategy for students with dyscalculia involves moving from physical objects to pictures, and finally to numbers. This is known as the:
(A) Concrete-Pictorial-Abstract (CPA) approach
(B) Multisensory Visual-Auditory-Kinesthetic approach
(C) Top-Down cognitive language processing approach
(D) Traditional Rote-Memorization drill approach

78. Consider the following steps of the CPA approach for teaching addition to a child with dyscalculia:
I. Writing the equation $3 + 2 = 5$ on the board
II. Having the child count out 3 real blocks, then 2 more blocks, and combine them
III. Showing the child a drawing of 3 apples next to a drawing of 2 apples
Which of the following is the correct sequence of these steps?
(A) I, II, III
(B) II, III, I
(C) III, II, I
(D) II, I, III

79. Identify the correct pairing of a mathematical difficulty in dyscalculia and an appropriate teaching strategy/tool:
(A) Difficulty memorizing math formulas – Banning calculators in class to force mental memorization
(B) Difficulty understanding basic fractions – Teaching complex abstract decimal conversion rules first
(C) Difficulty counting backwards sequentially – Practicing daily cursive handwriting movements
(D) Spatial arrangement difficulties – Using graph paper for column alignment

80. A teacher places a large, colorful number line on a student's desk to help them visually track counting forwards and backwards during subtraction problems. This strategy directly supports a student with:
(A) Developmental Dyslexia
(B) Developmental Dysgraphia
(C) Dyscalculia
(D) Developmental Dyspraxia

81. All of the following are recommended strategies for teaching math to students with dyscalculia, EXCEPT:
(A) Using concrete base-ten blocks (Dienes blocks) to visually teach place value concepts
(B) Introducing multiple new mathematical concepts in a single lesson to accelerate learning
(C) Relating abstract mathematical problems directly to real-life situations and money usage
(D) Consistently allowing extended extra time accommodations during formal math assessments

82. In the "Structured, Sequential, and Cumulative" approach to remedial teaching, what does "Cumulative" mean?
(A) Teaching academic skills strictly according to an alphabetical ordering system regardless of complexity

NODIA

(B) Adding significantly more independent homework assignments to the student's weekly workload continuously
(C) Evaluating student progress exclusively using a single high-stakes final exam at the end of the year
(D) Building new learning on mastered concepts with continuous review.

83. Consider the principles of the Structured, Sequential, Cumulative (SSC) approach:
I. Concepts are broken down into their smallest components.
II. The sequence moves logically from simple to complex.
III. Past lessons are frequently reviewed to prevent forgetting.
Which of the above statements accurately describe the SSC approach?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

84. The structured, sequential, and cumulative approach is considered the gold standard for intervention in which of the following?
(A) Only developmental Dyslexia and word reading deficits
(B) Only developmental Dyscalculia and math reasoning issues
(C) All subtypes of Specific Learning Disabilities
(D) Only sensory visual and auditory hearing impairments

85. Why is explicit, direct instruction crucial in the structured remedial teaching of students with SLD?
(A) Because they struggle to acquire concepts through discovery learning alone.
(B) Because providing explicit instruction requires significantly less lesson planning time for teachers
(C) Because all students with learning disabilities possess exceptionally superior general intelligence levels
(D) Because national statutory frameworks like the RTE Act legally mandate explicit methods for everyone

86. Text-to-Speech (TTS) software is primarily used as an assistive technology accommodation to support students with:
(A) Severe dysgraphia, by automatically correcting complex motor handwriting grip posture
(B) Dyscalculia, by solving multi-step mathematical algebraic equations automatically for them
(C) Speech articulation disorders, by directly retraining vocal cord physical muscle movements
(D) Dyslexia, bypassing decoding difficulties for content access

87. Identify the incorrect pair of an SLD subtype and an appropriate high-tech assistive technology tool:
(A) Dysgraphia – Speech-to-Text dictation software and voice recognition tools
(B) Dyspraxia – Text-to-Speech software for improving decoding skills
(C) Dyslexia – Accessible digital audiobooks, screen readers, and text highlight software
(D) Dyscalculia – Talking calculators, digital graphing tools, and visual math software

88. A secondary student with severe dyslexia has excellent listening comprehension but reads text at a primary school level. To allow this student to study a high school history textbook independently, the most effective assistive technology would be:
(A) A handheld optical spell-checking pen device
(B) A high-powered illuminated visual magnifying glass
(C) An audiobook or screen reader
(D) An ergonomically designed specialized pencil grip

89. How does the use of Assistive Technology (AT) for SLD align with the principles of Universal Design for Learning (UDL)?
(A) AT intentionally creates a separate, highly segregated learning environment exclusively for students diagnosed with SLD.
(B) AT completely eliminates and replaces the requirement for the student to acquire or practice fundamental academic skills.
(C) UDL principles strongly discourage the adoption of modern technology in favor of traditional paper-based methods.
(D) AT provides multiple means of representation, action, and expression for curriculum access.

90. In the context of special education, what is the key difference between an "Accommodation" and a "Modification"?

Downloaded from www.pdf.tube

(A) Accommodation changes how learning occurs; Modification changes what is learned.
(B) Accommodation fundamentally alters the core curriculum content; Modification alters physical seating arrangements.
(C) Both statutory terms mean precisely the exact same construct across all current Indian legal educational frameworks.
(D) Modifications are strictly reserved for physical impairments, whereas accommodations apply exclusively to cognitive SLD.

91. A Class VIII history teacher allows a student with dysgraphia to answer exam questions orally instead of writing long essays, though the student must still demonstrate knowledge of the same historical facts as the rest of the class. This scenario is an example of:
(A) Core Curriculum Modification
(B) Assessment Accommodation
(C) Academic Exemption
(D) Educational Segregation

92. Which of the following is an appropriate classroom-level accommodation for a student with working memory and processing speed deficits?
(A) Frequently requiring the student to copy long, extensive handwritten notes directly from the board
(B) Providing printed notes and allowing extra completion time
(C) Continuously delivering complex multi-step verbal directions at a rapid instructional pace
(D) Permanently seating the student in the furthest back corner of the regular classroom

93. All of the following are standard classroom accommodations for students with SLD EXCEPT:
(A) Reducing the grading criteria so the student does not have to learn the core concepts
(B) Strategically arranging preferential seating near the teacher to reduce distractions
(C) Allowing the routine use of visual highlighters, overlays, and line trackers while reading text
(D) Consistently providing a quiet, distraction-free alternative space for completing formal tests

94. A common myth about Specific Learning Disabilities is that children who have them are just "lazy" or have low intelligence. What is the factual truth regarding SLD and intelligence?
(A) SLD is synonymous with borderline intellectual functioning.
(B) SLD only occurs in children with an IQ below 70.
(C) Children with SLD have average to above-average intelligence.
(D) Intelligence testing cannot be conducted on children with SLD.

NODIA

95. Which of the following statements correctly debunks a common myth regarding dyslexia?
(A) Dyslexia is simply a temporary developmental phase that children naturally outgrow by adulthood.
(B) Dyslexia is strictly an optical visual problem primarily involving seeing written letters backward.
(C) Dyslexia is directly caused by parents failing to read aloud enough to their young children.
(D) Dyslexia is a lifelong neurological language processing difference.

96. If a teacher believes the myth that "Accommodations like extra time give students with SLD an unfair advantage," what is the most logical counterargument based on special education principles?
(A) Students with SLD systematically possess far higher IQs than peers, legally entitling them to additional assessment time.
(B) Creating unfair academic advantages for disabled students is explicitly encouraged and permitted under the statutory RTE Act.
(C) Accommodations remove disability barriers to level the playing field without guaranteeing correct answers.
(D) Granting extra time is designed primarily as a behavioral punishment for students who fail to study and complete tasks fast enough.

97. Identify the correct pair matching a myth with its corresponding reality:
(A) Myth: More phonics worksheets will fix dyslexia – Reality: Drill and practice without multisensory strategies is highly effective.
(B) Myth: SLD can be cured with medication – Reality: SLD requires pedagogical intervention, not medication to be "cured."
(C) Myth: Dyscalculia is just math anxiety – Reality: Dyscalculia and math anxiety are the exact same psychological condition.

(D) Myth: Bad handwriting means the child has dysgraphia – Reality: Bad handwriting always confirms dysgraphia regardless of cognitive spelling ability.

98. In psychometric assessment, what is a key differentiating feature between a "Slow Learner" and a child with a "Specific Learning Disability"?
(A) A slow learner characteristically possesses a very high IQ score despite performing poorly, whereas a child with SLD strictly has a low overall IQ score.
(B) Slow learners exclusively struggle with mathematical reasoning tasks, whereas children with SLD strictly experience academic failure only in reading decoding.
(C) Diagnostic research confirms there is no clinical difference; these represent interchangeable terminology descriptions for the exact same underlying condition.
(D) Slow learners have borderline IQ with global delays; SLD children have average/above-average IQ with specific deficits.

99. Which academic profile is most indicative of a child with SLD rather than a slow learner?
(A) High oral and creative performance contrasting sharply with poor written spelling tests.
(B) The child demonstrates uniform, consistent struggles evenly across all academic and non-academic subjects equally.
(C) The child takes slightly longer to grasp new concepts but eventually learns them across all subjects at a flat, uniform rate.
(D) The child displays severe, pervasive clinical deficits in fundamental adaptive daily living skills and self-care routines.

100. Why is distinguishing between SLD and a "slow learner" critical for educational placement and support?
(A) Because students categorized as slow learners are legally barred from attending mainstream regular schools under the statutory RTE Act guidelines.
(B) Because state welfare provisions specify that only certified SLD children are entitled to receive free mid-day school meals and nutritional benefits.
(C) SLD requires targeted remedial strategies; slow learning requires curriculum simplification and repetition.
(D) Because slow learners strictly require speech-language therapy services, whereas SLD children exclusively need specialized physical therapy interventions.

101. Which statement incorrectly distinguishes SLD from slow learning?
(A) Discrepancy between potential and achievement is a hallmark of slow learners but not SLD.
(B) SLD is characterized by a jagged cognitive profile (highs and lows), while slow learning shows a flat, globally depressed profile.
(C) SLD is covered under the RPwD Act 2016 for disability benefits, whereas "slow learner" is not recognized as a separate disability category under the Act.
(D) Both groups may struggle in a traditional classroom, but the underlying causes differ.

102. What term is used to describe the high rate at which Specific Learning Disabilities and Attention Deficit Hyperactivity Disorder (ADHD) occur together in the same individual?
(A) Convergence
(B) Congruence
(C) Symbiosis
(D) Comorbidity

103. Which of the following statements is true regarding the co-occurrence of SLD and ADHD?
(A) Successfully treating underlying ADHD symptoms using stimulant medication will automatically cure all co-occurring SLD reading deficits completely.
(B) Both can co-occur and require separate targeted interventions (behavioral management and remedial pedagogy).
(C) The presence of observed inattention during academic tasks in a child with SLD definitively proves they also have a clinical ADHD diagnosis.
(D) Under current Indian legal disability frameworks, ADHD is officially classified as a specific structural subtype of Specific Learning Disability.

104. A student diagnosed with both severe ADHD and Dyslexia is beginning an intervention program. According to best practices in special education, how should the intervention be prioritized?
(A) Completely ignore all dyslexia interventions until the child's underlying ADHD symptoms are fully cured through therapy.
(B) Focus exclusively on reading decoding

Click Here to Buy book on Flipkart

instruction, because ADHD symptoms naturally vanish once reading proficiency is achieved.
(C) Address attention and reading simultaneously, as unmanaged inattention hinders remediation.
(D) Place the child in continuous physical education classes throughout the entire school day to burn off excess motor energy.

105. What is a common cause-effect dynamic in a classroom where a child has undiagnosed SLD but is mistakenly thought to only have ADHD?
(A) The child's overall reading decoding accuracy improves dramatically as a direct result of task-driven hyperfocus state.
(B) Applying simple classroom behavioral rewards permanently cures and eliminates the child's underlying spelling deficits.
(C) The child acts out during difficult literacy tasks to avoid work, mimicking ADHD.
(D) The child undergoes a permanent cognitive decline and transforms into a slow learner across all academic domains globally.

106. Under the guidelines of the Ministry of Social Justice and Empowerment and national examination boards like CBSE, what is the standard "extra time" (compensatory time) accommodation provided to students with certified SLD during written board examinations?
(A) 20 minutes per hour of examination
(B) 10 minutes per hour of examination
(C) 30 minutes per hour of examination
(D) Double the regular time of the examination

107. Which of the following students with SLD is most eligible to use a scribe (amanuensis) during a board examination?
(A) A student diagnosed with mild dyslexia who reads text at a slow pace but writes clearly and legibly without fatigue.
(B) A student with severe dysgraphia having illegible handwriting and writing fatigue.
(C) A student with diagnosed dyscalculia who is sitting for a standard language and literature examination paper.
(D) A student who accidentally forgot to bring any writing pens or stationery items to the examination hall facility.

108. Identify the incorrect pair regarding CBSE assessment accommodations for children with special needs (including SLD):
(A) Dyslexia – Formal provision of an approved reader during exams
(B) Dyslexia – Exemption from all practical examinations
(C) Dysgraphia – Official provision of an amanuensis or scribe facility
(D) Dyscalculia – Formal exemption from studying a third mandatory language

109. A student with dyslexia experiences severe anxiety during written exams, causing them to freeze. They are granted a separate, quiet room for testing and a reader. This accommodation aims to:
(A) Reduce decoding cognitive load and minimize distractions.
(B) Guarantee that the student receives a passing exam grade regardless of their actual written answers.
(C) Punish and discipline the student by isolating them away from their regular classroom peers.
(D) Primarily evaluate their interpersonal social communication skills rather than their academic content knowledge.

110. What is the specific role of a "Reader" provided as an accommodation during an examination?
(A) To explain the underlying meaning and definitions of complex vocabulary words directly to the student during testing
(B) To subtly suggest or prompt the correct answers whenever the student experiences difficulty or hesitates
(C) To read questions verbatim without providing interpretations or explanations.
(D) To act as a transcriber who writes down all of the student's orally spoken exam answers word for word

111. For a student with severe writing difficulties (dysgraphia), which alternate question format is the most appropriate accommodation to assess their actual knowledge?
(A) Replacing simple multiple-choice questions with extensive, highly demanding long-essay writing questions
(B) Replacing standard objective tests with intensive, strictly timed handwriting and copying drills
(C) Replacing computer-typed tests with traditional pen-and-paper cursive writing tasks
(D) Replacing essay questions with oral exams

Downloaded from www.pdf.tube

18. (D) Subitizing
Subitizing refers to the rapid, accurate, and confident perception of numerical quantities in small collections without explicit counting. In individuals with dyscalculia, this foundational non-symbolic number processing capacity is significantly impaired, hindering their ability to intuitively recognize basic group quantities and severely disrupting subsequent development of arithmetic skills and numerical intuition.

19. (A) Persistent reliance on finger counting for basic addition past developmental norms
Persistent reliance on finger counting for basic addition beyond expected developmental stages serves as an early indicator of dyscalculia. This reliance reflects an underlying difficulty in internalizing mental number lines, grasping number concepts, and retrieving basic math facts automatically, forcing the child to use concrete counting strategies long after peers have transitioned to mental math.

20. (C) Motor skill coordination and movement planning
Dyspraxia, or developmental coordination disorder, is a neurological condition affecting motor skill coordination, physical balance, and motor planning capacity. Individuals experience difficulties executing fine and gross motor tasks smoothly, organizing body movements sequentially, and performing spatial actions such as tying shoes, using scissors, maintaining handwriting alignment, or participating in organized athletic activities.

21. (A) Dyscalculia – Developmental Coordination Disorder
Developmental Coordination Disorder is the recognized clinical term for dyspraxia, whereas dyscalculia refers specifically to a learning disability in mathematics and numerical reasoning. Pairing dyscalculia with developmental coordination disorder is incorrect because they represent entirely distinct developmental domains, with one affecting mathematical cognition and the other impacting motor control and movement planning.

22. (D) Dyspraxia
Frequent motor awkwardness, bumping into objects, difficulty using scissors, persistent trouble with fine motor self-care tasks like buttoning, and an uncomfortable pencil grip are classic manifestations of dyspraxia. This condition hinders the neurological planning and execution of coordinated physical movements, causing motor tasks to appear laborious and uncoordinated despite normal physical strength.

23. (B) Because it often co-occurs with SLD and affects academic tasks like writing.
Dyspraxia is frequently studied alongside Specific Learning Disabilities because it exhibits high comorbidity rates and significantly interferes with academic execution, particularly manual handwriting and spatial page organization. The motor planning deficits in dyspraxia directly impact a student's daily classroom functioning, creating substantial overlap in necessary educational accommodations and support services.

24. (C) Left hemisphere
Neuroimaging studies consistently demonstrate that individuals with dyslexia display altered neural activation patterns within the left hemisphere of the brain during reading tasks. The left temporo-parietal and occipito-temporal regions, which govern phonological processing, grapheme-phoneme mapping, and visual word recognition, typically show under-activation compared to non-impaired readers during language processing routines.

25. (A) I, II, and IV only
Neurobiological research confirms that Specific Learning Disabilities involve structural and functional differences in brain activation, particularly showing under-activation in left hemisphere reading networks during phonological processing. These innate neurodevelopmental differences alter how information is encoded and retrieved, and they do not stem from post-birth traumatic brain injury or localized physical brain damage.

26. (A) Both A and R are true and R is the correct explanation of A
Targeted, evidence-based reading remediation can alter brain activity in dyslexic individuals by leveraging neuroplasticity. Systematically practicing phonological decoding and structured literacy builds new neural connections, increasing activation in left-hemisphere reading networks. This demonstrates that specialized educational instruction induces measurable neurological

NODIA

(B) "Explain simply that their brain learns differently, focusing on strengths."
(C) "Significantly lower all long-term academic and vocational expectations for their future career development."
(D) "Compare their performance frequently to their non-disabled siblings in order to externally motivate them."

120. Which of the following best describes the goal of parent-school communication regarding a student with SLD?
(A) To ensure that parents strictly receive only positive reassuring updates regarding their child's daily progress
(B) To provide a legal venue for the school administration to blame parents for the child's poor academic grades
(C) Creating a collaborative team to reinforce school strategies at home.
(D) To completely transfer the entire educational burden of teaching basic reading skills directly onto the parents

121. All of the following are positive ways parents can advocate for their child with SLD, EXCEPT:
(A) Meticulously maintaining personal copies of all formal educational psychometric assessments, IEP documents, and medical evaluation reports
(B) Formally advocating and demanding that the school administration fully implement the child's IEP goals and all authorized accommodations
(C) Actively fostering and encouraging the child's unique personal talents in non-academic domains such as athletic sports, visual arts, or music
(D) Refusing to accept the diagnosis and moving the child to a different school every year hoping the problem disappears

122. In India, the Unique Disability ID (UDID) card for a person with a Specific Learning Disability is generated through the portal managed by:
(A) The Department of Empowerment of Persons with Disabilities (DEPwD) under MSJE
(B) The Ministry of Education (MoE) Department of School Education and Literacy
(C) The Rehabilitation Council of India (RCI) Statutory Autonomous Body under MSJE
(D) The National Council of Educational Research and Training (NCERT) Academic Division

123. Under recent educational policy provisions in India (such as NEP 2020 and Samagra Shiksha), the emphasis for CWSN (Children with Special Needs), including SLD, is heavily placed on:
(A) Establishing and expanding separate, fully segregated special schools across all districts
(B) Inclusive education with equitable support inside regular schools.
(C) Completely eliminating all formal academic assessments and evaluations for CWSN
(D) Systematically institutionalizing children with disabilities into residential care homes

124. Identify the incorrect pair regarding recent Indian policy provisions and frameworks related to Special Education and SLD:
(A) RPwD Act 2016 – Increased recognized disability categories from 7 to 21, adding SLD
(B) NEP 2020 – Mandates that children with SLD cannot attend higher education institutions
(C) Samagra Shiksha Scheme – Includes an integrated component for Inclusive Education for CWSN from pre-school to class XII
(D) RCI Act 1992 – Regulates the training of special educators and rehabilitation professionals

125. Educational boards align with national guidelines to provide specific concessions to CWSN. A student with certified dysgraphia appearing for Class 10 board examinations is legally entitled to request which of the following?
(A) Compensatory time and/or scribe facility
(B) Total blanket exemption from passing the final examination
(C) A completely altered, unstandardized alternative question paper
(D) Classroom teachers writing the answers for them using oral hints

126. Under the Schedule of the RPwD Act 2016, "Specific Learning Disabilities" is defined as a heterogeneous group of conditions wherein there is a deficit in processing language. Which of the following is NOT explicitly listed in the schedule definition alongside dyslexia, dysgraphia, and dyscalculia?
(A) Dyspraxia
(B) Perceptual disabilities

Click Here to Buy book on Amazon

or multiple-choice formats.

112. A Class X student with certified dyscalculia applies for subject exemptions under CBSE guidelines. Which of the following alternatives is typically available to them in place of standard Mathematics?
(A) Advanced level theoretical Physics and higher level applied calculus mechanics
(B) Mandatory requirement that they must immediately drop out of formal schooling completely
(C) An easier math level or a non-mathematical subject like Music or Painting.
(D) Forced inclusion in standard high-level mathematics while receiving automatic grace marks

113. All of the following are recognized examination concessions for students with Specific Learning Disabilities in India, EXCEPT:
(A) Use of a simple calculator for dyscalculia (depending on board rules)
(B) Permission to bring open textbooks into closed-book memory exams
(C) Ignoring spelling and grammar errors in non-language subjects
(D) Provision of compensatory time

114. In the context of inclusive education, what is the primary function of a "Resource Room"?
(A) To permanently house and isolate all students with disabilities completely away from their non-disabled regular peers
(B) To serve primarily as a central storage warehouse facility for physical education and sports equipment
(C) To temporarily isolate and detain disruptive students as a disciplinary punishment mechanism
(D) To provide specialized remediation, assistive tech, and support for part of the day.

115. What is the most crucial aspect of the relationship between a remedial/special educator and a general classroom teacher in supporting a child with SLD?
(A) Collaborating to implement shared strategies and accommodations in the general classroom.
(B) The special educator should assume full personal responsibility for teaching all academic subjects to the child.
(C) Both educators should work entirely independently without communicating in order to prevent professional bias.
(D) The general classroom teacher should transfer the child to the special resource room setting for the full school day.

116. A special educator in a school conducts periodic assessments of an SLD student's reading speed, updates the IEP goals, and models multisensory techniques for the regular English teacher. This reflects the special educator's role as a:
(A) Temporary substitute classroom teacher
(B) Executive school administrative officer
(C) Consultant and collaborative partner
(D) Classroom instructional paraprofessional

117. Which statement about the Resource Room model is incorrect?
(A) It contradicts the philosophy of inclusive education because it involves some segregation.
(B) It allows students with SLD to remain comfortably within the mainstream classroom setting for most of the school day.
(C) It systematically involves a structured "pull-out" strategy dedicated to targeted specific academic skill remediation.
(D) It strictly requires specialized instructional materials like VAKT tools, sensory manipulatives, and tailored worksheets.

118. Which of the following is the most effective home-support strategy parents can use for a child with dyslexia?
(A) Continuously forcing the child to read complex books aloud for hours at a time until they completely stop making errors
(B) Strictly punishing and disciplining the child whenever they bring home low spelling test grades from school assessments
(C) Completing the child's entire homework assignments for them every evening so that they do not experience academic stress
(D) Reading aloud using audiobooks and playfully practicing brief prescribed remediation tasks.

119. A parent of a child newly diagnosed with SLD wants to know how to help their child emotionally. What is the best advice a special educator can give?
(A) "Keep the official diagnosis completely secret from the child so that they do not feel socially different from peers."

NODIA

136. A special educator recommends using graph paper to help a child align math columns. This is an example of:
(A) Advanced high-tech assistive technology software
(B) Clinical neuro-medical intervention protocol
(C) Low-tech assistive accommodation
(D) Formal mandatory curriculum exemption policy

137. Which of the following misconceptions about dyslexia was popular in the past but has been widely disproven by modern neurological research?
(A) Dyslexia is fundamentally defined as a neurobiological phonological processing deficit.
(B) Dyslexia frequently runs in families due to strong underlying genetic hereditary factors.
(C) Dyslexia routinely occurs in children possessing average to exceptionally high intelligence.
(D) Dyslexia is caused by a visual deficit involving seeing letters backward.

138. When interpreting a psycho-educational report, a teacher sees that a student's Verbal Comprehension score is 115, but their Processing Speed and Working Memory scores are 80. This "jagged" cognitive profile strongly suggests:
(A) Specific Learning Disability
(B) Primary Intellectual Disability
(C) General Slow Learner profile
(D) Global Autism Spectrum Disorder

139. In a formal Individualized Education Programme (IEP) team for a student with SLD, who are the essential collaborative members?
(A) The school principal, physical education teacher, guidance counselor, and school nurse
(B) The special educator, general teacher, parents, and sometimes the student
(C) Exclusively the external clinical psychologist and the child's primary parents
(D) Exclusively the assigned special education teacher responsible for remediation

140. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, ensures that a child with a Specific Learning Disability:
(A) Must successfully pass a rigorous competitive entrance exam to gain admission to government schools
(B) Has the right to free elementary education in inclusive neighborhood schools.
(C) Can strictly only be admitted to specialized segregated residential institutions outside regular networks
(D) Is completely exempted from all mandatory provisions of the national compulsory education framework

****

Downloaded from www.pdf.tube

(C) Schizophrenia
(D) Aphasia

127. Which foundational skill, heavily predictive of later reading success, involves the ability to hear, identify, and manipulate individual sounds in spoken words?
(A) Syntactic mapping
(B) Visual discrimination
(C) Morphological awareness
(D) Phonemic awareness

128. A middle school student with dyscalculia is most likely to experience significant difficulty with which of the following everyday tasks?
(A) Remembering and summarizing the overall narrative plot of a movie
(B) Correctly spelling out the detailed street name of their home address
(C) Telling time on an analog clock
(D) Articulating and speaking thoughts clearly during conversations with peers

129. Dyspraxia is often referred to as a disorder of motor planning. Which everyday school activity would be most frustrating for a child with severe dyspraxia?
(A) Quietly listening to and comprehending an engaging story read aloud by the teacher
(B) Complex physical education drills requiring coordinated jumping and catching.
(C) Responding verbally to a simple objective multiple-choice question asked in class
(D) Accurately identifying and naming basic colors shown on primary visual flashcards

130. A student with dyslexia struggles to understand that the word "unhappiness" is made of the prefix 'un-', the root 'happy', and the suffix '-ness'. This reflects a deficit in:
(A) Phonology
(B) Pragmatics
(C) Prosody
(D) Morphology

131. The Response to Intervention (RTI) model typically consists of how many tiers of support for students at risk of SLD?
(A) Three tiers
(B) One tier
(C) Five tiers
(D) Seven tiers

132. During a routine screening, a teacher uses a behavioral checklist. Which of the following behaviors is considered a "soft sign" or early indicator of a potential learning disability in a kindergarten child?
(A) High natural ability to identify and generate rhyming words easily during phonological tasks
(B) Demonstrating excellent gross motor physical coordination, agility, and balance during play
(C) Difficulty recalling names of familiar colors, letters, or numbers.
(D) Rapid and fluent acquisition of complex new oral vocabulary words across varied contexts

133. The National Education Policy (NEP) 2020 emphasizes the role of Special Educators in inclusive schools. According to the policy, Special Educators are expected to:
(A) Assist regular teachers with individualized plans and differentiated instruction for CWSN.
(B) Work in complete professional isolation from general education classroom teachers at all times
(C) Serve primarily as office administrative clerks handling paperwork and school record keeping
(D) Teach exclusively severe and profound intellectual disabilities while completely excluding SLD

134. When a student uses the tactile sensation of tracing letters in shaving cream or on sandpaper while learning to spell, they are directly stimulating their:
(A) Auditory memory and sound processing
(B) Olfactory sensory feedback loops
(C) Vestibular motor balance system
(D) Kinesthetic-tactile pathways

135. Math anxiety is a common secondary emotional reaction in students with dyscalculia. How does math anxiety further impair math performance?
(A) It directly causes the student's measurable global IQ score to drop permanently over time.
(B) Stress overloads working memory, leaving fewer resources to solve math problems.
(C) It permanently transforms the student's overall cognitive profile into that of a slow learner.
(D) It directly causes neurological language impairments that lead to developmental dyslexia.

NODIA

9. (D) Dyslexia – Word recognition and spelling
Dyslexia is specifically defined by persistent impairments in word recognition, phonological decoding, and spelling accuracy. Individuals with dyslexia experience processing difficulties that directly affect written word identification and accurate letter sequencing, contrasting with dysgraphia which focuses on written expression mechanics and dyscalculia which centers primarily on numerical processing and arithmetic operations.

10. (D) I, II, III, and IV
Dyslexia manifests through multiple behavioral indicators in early primary education, including difficulties with rhyming, recognizing sight words, pronouncing complex unfamiliar words, and solving mathematical word problems due to underlying reading decoding errors. These combined signs reflect core phonological processing deficits that affect both standalone reading tasks and reading-dependent academic activities.

11. (B) Dyslexic dysgraphia
Dyslexic dysgraphia refers to a specific subtype of dysgraphia where handwriting difficulty stems primarily from language processing and orthographic formulation deficits rather than pure motor dysfunction. Spontaneous written composition is highly illegible and poorly spelled, while motor execution during copying tasks remains relatively preserved, demonstrating that the underlying issue is cognitive-linguistic in nature.

12. (B) Severe handwriting illegibility and poor spelling skills
Dysgraphia is a specific learning disability defined by persistent deficits in handwriting legibility, letter formation, fine motor output during writing, and spelling accuracy. Affected individuals struggle to translate mental thoughts into structured written form, displaying irregular letter sizing, inconsistent spacing, awkward pen pressure, and frequent spelling errors despite demonstrating clear oral language capabilities.

13. (A) Dysgraphia
A marked discrepancy between high oral language capability and severely impaired written output is a classic indicator of dysgraphia. Individuals with dysgraphia possess strong verbal vocabulary and complex narrative ideas but experience severe fine-motor and orthographic processing barriers that cause physical pain, slow writing speeds, poor spelling, and incomplete written assignments.

14. (C) It stems solely from poor fine-motor grip with no cognitive basis.
Dysgraphia is a complex neurodevelopmental condition that involves both cognitive-linguistic processes and fine motor execution. Attributing writing difficulties solely to poor motor grip overlooks critical underlying components such as orthographic memory retrieval, visual-spatial planning, and executive function management required for organizing and translating internal thoughts into fluent written composition.

15. (C) A is true but R is false
Computer typing serves as an effective accommodation for dysgraphia because it circumvents manual handwriting and motor control demands, enabling students to demonstrate knowledge effectively. Dysgraphia does not impair general intelligence or concept generation; rather, it creates a specific mechanical barrier in executing written script, making alternative output methods appropriate and valid.

16. (C) Understand numbers and learn basic math facts
Dyscalculia is a specific learning disability primarily characterized by persistent difficulties in understanding numerical concepts, grasping quantity magnitudes, and learning foundational arithmetic facts. Individuals with dyscalculia experience severe challenges with basic math operations, number relationships, counting principles, and symbolic representation, despite receiving standard instructional opportunities and possessing normal general intelligence.

17. (D) I, II, and III
Dyscalculia affects a wide range of core mathematical processes, including estimating spatial distances, memorizing arithmetic tables, and grasping place value concepts. These pervasive difficulties stem from a fundamental deficit in numerical processing and spatial reasoning, impacting both basic computational mechanics and complex mathematical problem-solving tasks across educational levels.

Click Here to Buy book on Flipkart

automated letter formation patterns during continuous composition tasks.

36. (D) I, II, and III
Dysgraphia manifests through multiple motor and structural writing challenges, including a cramped or strained pen grip, awkward wrist positioning, persistent difficulty staying within paper margins, uneven baseline alignment, and frequent omissions of letters or whole words. These characteristics reflect underlying fine motor coordination deficits and impaired spatial-orthographic processing during written composition.

37. (A) Inability to understand the spoken instructions for a writing task
Specific Learning Disabilities affect written expression, spatial organization, and spelling mechanics, but they do not impair a student's basic receptive language capability to comprehend spoken task instructions. Difficulty understanding verbal directions indicates receptive language issues or sensory hearing deficits rather than a primary specific learning disability in written expression or dysgraphia.

38. (A) Both A and R are true and R is the correct explanation of A
Students with dysgraphia produce significantly reduced written text compared to their verbal expressiveness because the physical act of handwriting consumes excessive cognitive effort. This high mechanical demand overloads working memory resources, leaving fewer mental capacities available for content generation, sentence structure planning, and overall thematic elaboration during timed written tasks.

39. (B) Grasp number magnitudes, relationships, and meanings intuitively
In the context of dyscalculia, number sense refers to an intuitive grasp of numerical magnitudes, relative values, spatial relationships, and quantitative meanings. It enables individuals to estimate amounts, compare set sizes without explicit counting, and understand how numbers manipulate mentally, forming the foundational cognitive base upon which formal mathematical learning rests.

40. (D) All of the above are correct pairings
Dyscalculia encompasses diverse mathematical difficulties, including place value misalignment during arithmetic operations, directional confusion between operation symbols like addition and multiplication, and poor working memory that leads to losing track of multi-step algorithm sequences. Each of these pairings correctly reflects documented cognitive challenges faced by individuals with dyscalculia.

NODIA

41. (D) Dyscalculia
Persistent difficulties in managing daily time schedules, estimating monetary transactions and change calculations during canteen purchases, and performing double-digit mental arithmetic are hallmark functional indicators of dyscalculia. These real-world challenges stem from an underlying deficit in abstract number processing, magnitude estimation, and spatial-numerical working memory operations.

42. (A) I, II, and III only
Dyscalculia is characterized by persistent difficulty memorizing basic arithmetic facts despite drill practice, accurate conceptual understanding undermined by computational errors, and confusion regarding comparative terms like greater than or less than. High proficiency in mental math is atypical for dyscalculia, as mental math heavily relies on intact number sense and processing.

43. (B) Forgetting initial steps of oral directions before the teacher finishes speaking.
Working memory deficits impair an individual's ability to hold and process information temporarily during multi-step tasks. In classroom settings, this routinely manifests as forgetting the initial steps of verbal directions before an instructor completes speaking, as the limited temporary storage capacity becomes overloaded by processing incoming language, leading to incomplete task execution.

44. (B) Extra time to complete classwork and assessments
Slow processing speed impairs the rate at which an individual receives, interprets, and responds to information, without reflecting diminished intellectual capability. Providing extended time accommodations for assignments and examinations allows students with processing speed deficits to fully demonstrate their academic knowledge without being unfairly penalized by strict time constraints.

adaptations and enhances reading efficiency over time.

27. (B) Process, store, and retrieve language sound structures
The phonological deficit theory posits that dyslexia stems primarily from a specialized impairment in processing, organizing, and retrieving spoken language sounds. This neurodevelopmental deficit impedes an individual's ability to segment spoken words into constituent phonemes, map sounds accurately onto written graphemes, and develop automated reading fluency, despite completely normal visual and cognitive capabilities.

28. (B) Shows strong familial occurrence and hereditary patterns
Scientific research confirms that Specific Learning Disabilities exhibit strong genetic heritability and family clustering patterns. Children with a family history of reading or learning difficulties face a significantly elevated risk of developing similar neurodevelopmental conditions, confirming that genetic factors substantially influence the developmental trajectory of brain structures involved in academic processing.

29. (B) I and II only
Genetic studies reveal higher concordance rates for dyslexia in monozygotic twins compared to dizygotic twins, alongside increased prevalence among children with affected parents. However, learning disabilities are polygenic and influenced by complex gene-environment interactions rather than following a simple, deterministic Mendelian dominant inheritance pattern across successive generations in families.

30. (C) They stem from genetic predispositions and neurobiological differences.
Current scientific consensus identifies genetic factors and neurobiological differences in brain structure and function as the primary causes of Specific Learning Disabilities. These intrinsic conditions alter how the central nervous system processes, stores, and retrieves information, operating independently of academic motivation, instructional quality, or exposure to modern digital media technology.

31. (A) III, II, I, IV
Phonological skill acquisition progresses along a predictable developmental continuum from simpler whole-word sound structures to complex individual sound manipulations. Children first recognize rhyming patterns, then segment multi-syllable words, progress to blending isolated phonemes into full words, and finally master advanced phoneme manipulation skills such as deleting or substituting specific sounds within spoken words.

32. (C) Reading fluency and comprehension
Reading fluency serves as the essential bridge between word decoding and text comprehension. When a student reads hesitantly, ignores punctuation marks, and fails to employ prosody, working memory becomes entirely consumed by the effort of decoding individual words, leaving insufficient cognitive capacity for retaining paragraph meaning and comprehending the overall text message.

33. (B) Laborious decoding depletes working memory needed for comprehension.
Laborious and slow word decoding severely overloads an individual's working memory capacity during reading tasks. Because cognitive resources are overwhelmingly consumed by the mechanical process of translating graphemes into phonemes, fewer mental resources remain available for integrating sentence context, processing complex vocabulary, and achieving higher-level textual comprehension during continuous reading.

NODIA

34. (D) Grapheme-phoneme decoding
Relying on context clues and initial letter configurations to guess unfamiliar words indicates a fundamental weakness in grapheme-phoneme decoding. Individuals who lack automated phonological decoding skills compensate by utilizing semantic context and partial visual cues, which leads to frequent reading errors when encountering unfamiliar words outside predictable sentence contexts.

35. (A) Mixed print/cursive and upper/lower case letters
Written work produced by individuals with dysgraphia frequently features inconsistent letter formatting, such as erratic blending of print and cursive scripts alongside mixed upper and lower case letters within single words. These visual manifestations stem from impaired orthographic motor integration and difficulties maintaining

ANSWERS

1. (B) Neuro-developmental Disorders
Under the Rights of Persons with Disabilities Act 2016, Specific Learning Disabilities are officially classified under the broader category of neuro-developmental disorders. These conditions manifest as significant processing difficulties in essential academic skill areas including reading, writing, and mathematics, despite individuals possessing average to above-average general intelligence and receiving adequate educational opportunities.

2. (C) I, II, III, and IV
The Rights of Persons with Disabilities Act 2016 explicitly incorporates dyslexia, dysgraphia, dyscalculia, and dyspraxia within its broader definition of Specific Learning Disability. Each of these specific developmental conditions represents a distinct processing impairment affecting language comprehension, written expression, mathematical computation, or fine motor coordination, while general cognitive capabilities remain unimpaired in affected individuals.

3. (A) The learning difficulties must be primarily due to visual, hearing, or motor disabilities.
Specific Learning Disabilities represent intrinsic neurodevelopmental processing deficits that are not primarily caused by sensory impairments such as visual, hearing, or motor disabilities. Diagnostic criteria specifically require ruling out primary sensory deficits, environmental deprivation, or intellectual disability before establishing a diagnosis, ensuring that the processing impairment is recognized as a distinct neurodevelopmental condition.

4. (B) 40 percent
In India, disability legislation specifies that individuals must exhibit at least forty percent impairment to be formally classified as having a benchmark disability. This threshold applies across recognized conditions under the RPwD Act, allowing individuals with Specific Learning Disabilities who meet this criteria to qualify for statutory reservations, examination concessions, and specialized educational support services.

5. (A) Both A and R are true and R is the correct explanation of A
Specific Learning Disability and Intellectual Disability are fundamentally distinct conditions within special education and developmental psychology. While intellectual disability involves significant global limitations in both intellectual functioning and adaptive behavior, individuals with specific learning disabilities possess average or above-average intellectual capabilities, experiencing processing deficits restricted to localized academic domains like reading, writing, or mathematical computations.

6. (D) Dyslexia
Dyslexia is a specific learning disability characterized by persistent difficulties with accurate or fluent word recognition, poor decoding skills, and reading dysfluency. Children with dyslexia frequently display letter reversals, struggle with phoneme-grapheme correspondences, and demonstrate slow reading rates despite having completely normal visual acuity and standard intellectual functioning levels across non-literacy tasks.

7. (B) Phonological processing
Phonological processing represents the core cognitive mechanism affected in developmental dyslexia. This specific deficit impairs an individual's capacity to isolate, blend, segment, and manipulate spoken speech sounds, directly impeding their ability to link printed letters to corresponding sounds during reading acquisition and fluent word decoding tasks across early childhood education.

8. (C) Decoding phoneme-grapheme correspondences
Decoding phoneme-grapheme correspondences is the fundamental reading process most severely affected in early developmental dyslexia. Children struggle significantly to map individual speech sounds to their corresponding written letters or letter combinations, which hinders word recognition, slows down reading speed, and creates persistent obstacles when attempting to sound out unfamiliar printed terms independently.

Downloaded from www.pdf.tube

45. (A) I and II only
Executive functioning deficits in children with Specific Learning Disabilities commonly affect organization, time management, task initiation, and material preparation. These self-regulatory challenges are well-documented across various neurodevelopmental conditions, including learning disabilities and ADHD, rather than being uniquely restricted to Autism Spectrum Disorder framework diagnoses.

46. (C) Attention difficulties in SLD always mean the child also has ADHD.
Inattention in Specific Learning Disabilities often arises from cognitive fatigue and task frustration during demanding academic activities, rather than indicating a comorbid diagnosis of ADHD. Assuming that all attention difficulties in children with learning disabilities automatically signify underlying ADHD is incorrect, as localized processing deficits naturally impair sustained focus on weak skill domains.

47. (D) Standardized IQ score and academic achievement level
The Severe Discrepancy Model historically identified Specific Learning Disabilities by measuring a statistically significant gap between an individual's standardized general intelligence score (IQ) and their actual academic achievement scores in specific domains like reading or mathematics. This psychometric comparison aimed to confirm that academic deficits were unexpected given overall intellectual potential.

48. (C) A significant gap suggesting a potential learning disability.
Under the severe discrepancy model, a substantial gap between an above-average intelligence quotient and significantly lower academic achievement scores in reading indicates a potential Specific Learning Disability. This statistical divergence demonstrates that the academic deficit is localized and unexpected, rather than resulting from generalized cognitive delay or low overall intellectual potential.

49. (B) It correctly identifies children in preschool before they start formal reading instruction.
A major criticism of the Discrepancy Model is its inability to identify struggling readers during early preschool years prior to formal reading instruction. Because it relies on a measurable gap between IQ and academic achievement scores, young children must experience prolonged academic failure before qualifying for diagnostic identification and specialized educational support services.

50. (D) The Discrepancy Model
Administering a standardized intelligence battery alongside standardized academic achievement tests to identify statistically significant gaps between cognitive potential and specific academic skills represents the classic application of the Discrepancy Model. Psychologists utilize this psychometric approach to determine whether localized academic deficits are unexpected relative to an individual's general cognitive capability.

51. (A) Both A and R are true and R is the correct explanation of A
Response to Intervention models are preferred over discrepancy frameworks because they provide immediate, structured instructional support at the first sign of academic difficulty. By utilizing multi-tiered classroom interventions and continuous progress monitoring, Response to Intervention prevents prolonged academic failure and eliminates the necessity of waiting for severe achievement gaps to materialize before providing help.

52. (C) Dyslexia Assessment for Languages of India (DALI)
The Dyslexia Assessment for Languages of India (DALI) is a standardized screening and diagnostic tool specifically developed in India to identify dyslexia across multiple native languages. It provides culturally and linguistically appropriate assessment modules for screening and formally evaluating reading and phonological processing difficulties in Indian school children.

NODIA

53. (B) I, II, and III only
Early warning signs of Specific Learning Disabilities in preschool children include delayed speech development, persistent difficulty learning nursery rhymes due to weak phonological awareness, and motor coordination challenges such as struggling to tie shoelaces. Exceptional proficiency in memorizing math tables is an advanced skill rather than an indicator of neurodevelopmental delay.

accurately demonstrating their academic content knowledge.

126. (C) Schizophrenia
Under the Schedule of the Rights of Persons with Disabilities Act 2016, Specific Learning Disabilities are defined as a group of conditions affecting language processing, explicitly listing dyslexia, dysgraphia, dyscalculia, dyspraxia, and developmental aphasia. Schizophrenia is categorized separately under mental illness rather than as a specific learning disability.

127. (D) Phonemic awareness
Phonemic awareness is a sub-skill of phonological processing involving the explicit capacity to hear, identify, isolate, segment, blend, and manipulate individual speech sounds within spoken words. Mastery of phonemic awareness during early childhood serves as a foundational precursor to successful grapheme-phoneme mapping, phonics acquisition, and fluent reading development.

128. (C) Telling time on an analog clock
Students with dyscalculia frequently experience severe difficulties with reading analog clocks because telling time requires spatial orientation, visual-spatial processing, numerical sequencing, and understanding fractional concepts like quarter-past or half-past. These visual-temporal demands directly intersect with core numerical processing deficits characteristic of developmental dyscalculia.

129. (B) Complex physical education drills requiring coordinated jumping and catching.
Dyspraxia is fundamentally characterized by deficits in motor planning, spatial awareness, and physical coordination. Activities requiring synchronized gross motor control, such as complex physical education drills involving jumping and catching, present significant frustration for affected children due to impairments in timing, balance, and motor movement execution.

130. (D) Morphology
Morphology involves understanding the internal structure of words and how meaningful units, such as roots, prefixes, and suffixes, combine. Difficulty breaking down complex words like unhappiness into prefix, root, and suffix components reflects a morphological processing deficit, which frequently complicates word decoding, vocabulary growth, and spelling precision in reading disabilities.

131. (A) Three tiers
The Response to Intervention framework typically comprises three distinct tiers of instructional support. Tier 1 involves high-quality core classroom instruction for all students, Tier 2 provides targeted small-group interventions for at-risk learners, and Tier 3 delivers intensive, individualized remedial instruction or multi-disciplinary evaluation for severe learning difficulties.

132. (C) Difficulty recalling names of familiar colors, letters, or numbers.
Difficulty rapidly recalling the familiar names of colors, common letters, or simple numbers during early childhood serves as a recognized early indicator or soft sign of potential learning disabilities. This difficulty reflects underlying deficits in rapid automatized naming and phonological retrieval, which strongly predict future reading and decoding challenges.

133. (A) Assist regular teachers with individualized plans and differentiated instruction for CWSN.
The National Education Policy 2020 highlights the essential role of Special Educators as collaborative partners within inclusive school environments. Special Educators are expected to assist general education teachers in formulating Individualized Education Programmes, adapting learning materials, implementing multi-sensory strategies, and facilitating differentiated instruction to ensure access for children with special needs.

134. (D) Kinesthetic-tactile pathways
Tracing letter shapes in sand, shaving cream, or textured surfaces directly engages kinesthetic-tactile sensory pathways. This hands-on motor activity provides immediate tactile feedback and muscle memory input, strengthening neural associations between letter forms, physical movements, and speech sounds during multi-sensory literacy instruction.

135. (B) Stress overloads working memory, leaving fewer resources to solve math problems.
Math anxiety induces heightened emotional stress and cognitive apprehension, which consumes working memory capacity during problem-solving tasks. Because working memory

Click Here to Buy book on Amazon

STUDYING FROM PDFs?

THINK AGAIN.

If you are studying only from PDFs,
you are wasting valuable time.

Research shows that learning from

PRINTED BOOKS has up to

4× HIGHER RETENTION

than studying from screens.

PRINT BOOK = BETTER MEMORY

PDF = LOWER RETENTION

Those who study from **PRINTED BOOKS**
move **AHEAD.**

Others are left **BEHIND**
in competition.

In competitive exams,
being average is not enough.

STAY ONE STEP AHEAD.

63. (D) Exemption from all language subjects from Class 1 onwards
Students with Specific Learning Disabilities require explicit remediation in deficit domains, instructional accommodations to access general curriculum content, and strategy training for executive functioning. Blanket exemptions from all language subjects from early primary grades are inappropriate, as they deprive students of necessary literacy development and foundational educational opportunities.

64. (C) Targeting academic deficits with remedial goals while accessing general curriculum.
An Individualized Education Programme for a student with Specific Learning Disabilities must focus on providing specialized remedial instruction targeting specific skill deficits while ensuring access to the grade-level general curriculum through appropriate accommodations. The goal is to close achievement gaps without lowering curriculum standards or isolating the student from mainstream education.

65. (B) It involves teaching the exact same curriculum in the exact same way, just at a slower pace.
Remedial support for learning disabilities requires specialized, multi-sensory, and evidence-based instructional techniques tailored to individual learning profiles. Simply presenting the regular curriculum at a slower rate using identical traditional teaching methods fails to address underlying neurodevelopmental processing deficits and does not constitute effective special education intervention.

66. (D) A structured, predictable remedial routine
Designing a structured 40-minute remedial session with fixed, timed segments for phonics, multi-sensory reading, writing practice, and systematic review exemplifies a structured and predictable remedial routine. Clear organizational frameworks reduce anxiety, enhance executive functioning, and optimize skill acquisition for students with learning disabilities through familiar and consistent instructional patterns.

67. (A) I, II, and III only
Effective remedial instruction principles dictate starting at the student's actual performance level, providing immediate corrective feedback, and ensuring complete skill mastery before introducing advanced concepts. Relying heavily on independent, unsupported worksheets is ineffective, as students with learning disabilities require explicit instruction, guided practice, and continuous teacher support to learn successfully.

68. (C) Dyslexia
The Orton-Gillingham approach is a highly regarded, evidence-based instructional framework designed specifically for individuals with dyslexia. It employs direct, explicit, structured, sequential, and multi-sensory techniques to teach phonics, decoding, and encoding skills, systematically building phonological awareness and orthographic mapping capabilities through visual, auditory, kinesthetic, and tactile modalities.

69. (A) Visual, Auditory, Kinesthetic, Tactile
The acronym VAKT stands for Visual, Auditory, Kinesthetic, and Tactile sensory modalities. In special education, VAKT methods integrate sight, sound, body movement, and touch simultaneously during instruction to strengthen memory pathways, enhance neural processing, and facilitate skill acquisition for students experiencing specific learning disabilities like dyslexia.

NODIA

70. (B) I and II only
The Orton-Gillingham approach is characterized by its highly structured, sequential, cumulative structure and its systematic utilization of multi-sensory techniques. It focuses explicitly on teaching phonics and word structure rules rather than relying on whole-word visual memorization, ensuring that students develop strong decoding mechanisms for independent reading acquisition.

71. (B) Multisensory integration
Tracing letter shapes in sand while simultaneously pronouncing the corresponding speech sound engages visual, auditory, kinesthetic, and tactile senses at the same time. This strategy applies multi-sensory integration principles, reinforcing grapheme-phoneme associations by establishing multiple neural pathways in the brain to improve letter recognition and sound retrieval accuracy.

72. (C) Universal Design for Learning using multisensory methods
Simultaneously showing flashcards, speaking words aloud, having students repeat them, and guiding finger air-writing incorporates Universal Design for Learning principles using multi-sensory methods. Providing multiple means

91. (B) Assessment Accommodation
Allowing a student with dysgraphia to deliver exam responses orally instead of writing long hand-written essays represents an assessment accommodation. This adjustment changes the mode of response to bypass fine motor writing barriers while maintaining identical academic standards and content expectations required of all other students taking the test.

92. (B) Providing printed notes and allowing extra completion time
Providing printed lecture notes and extending assignment completion deadlines are effective classroom accommodations for students with working memory and processing speed deficits. These strategies remove the heavy cognitive burden of copying text quickly, allowing students adequate time to process information, comprehend core concepts, and complete work accurately without strain.

93. (A) Reducing the grading criteria so the student does not have to learn the core concepts
Reducing grading criteria so that a student is exempted from learning core curriculum concepts represents a curricular modification rather than a standard accommodation. Standard classroom accommodations, such as preferential seating, visual line trackers, and quiet testing environments, maintain grade-level standards while removing physical and environmental learning barriers.

94. (C) Children with SLD have average to above-average intelligence.
Individuals diagnosed with Specific Learning Disabilities possess average to above-average general intelligence. Their academic struggles stem from localized neurobiological processing differences rather than intellectual deficits or lack of effort, making it essential to distinguish learning disabilities clearly from general intellectual impairment or borderline intellectual functioning in educational settings.

95. (D) Dyslexia is a lifelong neurological language processing difference.
Dyslexia is a lifelong neurobiological condition characterized by language processing differences, particularly in phonological decoding and orthographic mapping. It is not an optical visual problem involving seeing letters backward, nor is it a temporary phase caused by poor parenting, but rather an enduring trait requiring systematic pedagogical support across life.

96. (C) Accommodations remove disability barriers to level the playing field without guaranteeing correct answers.
Accommodations like extra test time remove disability-related processing speed and mechanical barriers, providing equitable access to assessments without providing unfair advantages or altering grading standards. They level the playing field by allowing students with learning disabilities to demonstrate their actual subject-matter knowledge without being compromised by baseline processing delays.

97. (B) Myth: SLD can be cured with medication – Reality: SLD requires pedagogical intervention, not medication to be "cured."
Specific Learning Disabilities represent lifelong neurodevelopmental processing differences that cannot be cured through medical treatments or pharmaceuticals. Effective educational management relies entirely on specialized pedagogical interventions, evidence-based multi-sensory instructional strategies, targeted academic skill remediation, and appropriate classroom accommodations designed to address localized cognitive processing deficits effectively within all learning environments.

98. (D) Slow learners have borderline IQ with global delays; SLD children have average/above-average IQ with specific deficits.
Psychometric evaluations distinguish slow learners from children with Specific Learning Disabilities based on cognitive profiles. Slow learners display borderline general intelligence with even, global delays across all academic and cognitive domains. Conversely, children with Specific Learning Disabilities possess average to above-average general intelligence paired with localized, unexpected deficits in specific domains like reading or math.

99. (A) High oral and creative performance contrasting sharply with poor written spelling tests.
A jagged cognitive profile characterized by high oral expressiveness, strong verbal reasoning, and creative problem-solving alongside severe deficits in written spelling and decoding is highly indicative of a Specific Learning Disability. This sharp contrast between overall intellectual

Downloaded from www.pdf.tube

concrete manipulatives like Dienes blocks, connecting math to real life, and allowing extended assessment time.

82. (D) Building new learning on mastered concepts with continuous review.
In remedial pedagogy, the cumulative principle requires that new learning builds systematically upon previously mastered concepts, supported by continuous review and reinforcement. This structured repetition ensures that foundational skills are firmly consolidated into long-term memory, preventing skill decay and enabling students with learning disabilities to integrate complex knowledge over time.

83. (D) I, II, and III
The Structured, Sequential, and Cumulative approach breaks complex skills into manageable sub-skills, arranges instructional content logically from simple to complex, and incorporates systematic review of previously taught material. These core elements ensure that students with learning disabilities construct solid foundational knowledge without experiencing cognitive overload or learning gaps.

84. (C) All subtypes of Specific Learning Disabilities
The structured, sequential, and cumulative approach serves as the gold standard intervention framework across all subtypes of Specific Learning Disabilities, including dyslexia, dysgraphia, and dyscalculia. Its systematic, step-by-step design ensures that foundational cognitive and academic processing deficits are systematically remediated through explicit instruction and continuous skill consolidation.

85. (A) Because they struggle to acquire concepts through discovery learning alone.
Explicit, direct instruction is crucial for students with Specific Learning Disabilities because their processing deficits make it difficult to infer rules or master foundational academic concepts through unguided discovery learning alone. Direct instruction provides clear explanations, explicit modeling, structured practice, and immediate corrective feedback necessary for successful skill acquisition.

86. (D) Dyslexia, bypassing decoding difficulties for content access
Text-to-Speech software converts digital text into spoken language, serving as an essential assistive technology accommodation for individuals with dyslexia. By reading text aloud, this tool bypasses underlying word decoding and phonological processing barriers, allowing students to comprehend grade-level written content independently and access learning materials efficiently.

87. (B) Dyspraxia – Text-to-Speech software for improving decoding skills
Text-to-speech software is designed to assist individuals with reading decoding deficits like dyslexia, rather than addressing motor planning and coordination disorders such as dyspraxia. Appropriately pairing assistive technology requires matching specific tool functionalities to the student's exact processing deficit, such as using speech-to-text for writing or audiobooks for reading.

NODIA

88. (C) An audiobook or screen reader
Audiobooks and screen readers serve as effective assistive technology tools for secondary students with severe dyslexia who possess strong listening comprehension skills. By converting printed text into auditory output, these tools bypass severe decoding barriers, enabling students to access complex subject matter, retain textbook information, and study academic content independently.

89. (D) AT provides multiple means of representation, action, and expression for curriculum access.
Assistive Technology aligns with Universal Design for Learning by providing flexible options for representation, expression, and engagement. Offering tools such as screen readers, speech-to-text software, and digital manipulatives reduces unnecessary physical and cognitive barriers, enabling students with diverse learning profiles to access general curriculum content and demonstrate knowledge effectively.

90. (A) Accommodation changes how learning occurs; Modification changes what is learned.
In inclusive special education, an accommodation alters how a student accesses information or demonstrates learning without changing the core curriculum standards, whereas a modification alters what the student is expected to learn by lowering performance expectations or simplifying learning content. Understanding this distinction ensures equity and appropriate academic expectations.

108. (B) Dyslexia – Exemption from all practical examinations
Examination concessions for students with Specific Learning Disabilities include provisions like readers, scribes, compensatory time, and language subject exemptions. Exemption from all practical examinations is not a standard concession for dyslexia, as practical assessments can be appropriately accommodated through oral directions, visual supports, or alternative presentation modes without compromising core content requirements.

109. (A) Reduce decoding cognitive load and minimize distractions.
Granting a quiet alternative testing room and a dedicated reader for a student with dyslexia directly mitigates exam-related anxiety and reduces cognitive load associated with laborious decoding. Bypassing reading mechanics allows the student to focus cognitive resources on processing question content and formulating accurate responses without environmental distractions.

110. (C) To read questions verbatim without providing interpretations or explanations.
A designated reader provided during formal examinations serves strictly to read the test questions verbatim to the candidate. The reader is explicitly prohibited from explaining word meanings, interpreting complex test items, providing hints, or altering question text, ensuring that the student's actual subject comprehension is evaluated fairly and accurately.

111. (D) Replacing essay questions with oral exams or multiple-choice formats.
For students with dysgraphia, replacing long written essay prompts with oral examinations or objective multiple-choice formats serves as an effective assessment accommodation. This modification eliminates fine motor writing fatigue and mechanical barriers, enabling the student to demonstrate subject mastery and higher-order thinking without being penalized for handwriting illegibility.

112. (C) An easier math level or a non-mathematical subject like Music or Painting.
Examination boards like CBSE offer subject alternative options for students with certified dyscalculia. Eligible candidates may opt for lower-level practical mathematics or substitute standard Mathematics with non-mathematical elective subjects such as Music, Painting, or Home Science, ensuring they fulfill academic certification requirements without experiencing severe calculation barriers.

113. (B) Permission to bring open textbooks into closed-book memory exams
Standard examination concessions in India for students with certified Specific Learning Disabilities include compensatory extra time, provision of scribes or readers, and ignoring spelling errors in non-language subjects. Allowing open textbooks during closed-book memory assessments is not a recognized accommodation, as it alters the core constructs being evaluated.

114. (D) To provide specialized remediation, assistive tech, and support for part of the day.
In inclusive school models, a Resource Room functions as a specialized instructional space where students with learning disabilities receive targeted skill remediation, assistive technology access, and individualized support for part of the school day. Students remain enrolled in general education classrooms, utilizing the resource room exclusively for supplementary instruction.

115. (A) Collaborating to implement shared strategies and accommodations in the general classroom.
Effective support for students with Specific Learning Disabilities relies on close collaboration between special educators and general classroom teachers. Working together allows professionals to align remedial goals with general curriculum requirements, implement consistent accommodations, monitor academic progress, and ensure that effective instructional strategies are seamlessly integrated across both learning environments.

116. (C) Consultant and collaborative partner
A special educator who systematically evaluates student progress, updates Individualized Education Programme goals, and demonstrates specialized multi-sensory techniques for general education teachers operates as a consultant and collaborative partner. This role strengthens school-wide inclusive practices by equipping classroom teachers with skills and strategies to support diverse learners effectively.

Click Here to Buy book on Flipkart

potential and localized academic performance differentiates specific learning disabilities from general slow learning profiles.

100. (C) SLD requires targeted remedial strategies; slow learning requires curriculum simplification and repetition.
Distinguishing between Specific Learning Disabilities and slow learning is critical because their pedagogical requirements differ fundamentally. Children with learning disabilities require specialized, evidence-based remedial strategies and accommodations to process grade-level content without lowering expectations, whereas slow learners require reduced learning pace, simplified curriculum content, and extensive repetition across all subject areas.

101. (A) Discrepancy between potential and achievement is a hallmark of slow learners but not SLD.
Discrepancy between intellectual potential and actual academic achievement is the defining hallmark of Specific Learning Disabilities, not slow learning. Slow learners exhibit uniform academic performance aligned with their borderline cognitive ability, whereas individuals with specific learning disabilities demonstrate localized academic deficits that diverge significantly from their average or above-average intellectual capacity.

102. (D) Comorbidity
Comorbidity is the clinical term used to describe the simultaneous occurrence of two or more distinct neurodevelopmental or psychological conditions within the same individual. Specific Learning Disabilities and Attention Deficit Hyperactivity Disorder exhibit high comorbidity rates, frequently requiring integrated assessment frameworks and multi-modal intervention plans that address both attention regulation and skill remediation.

103. (B) Both can co-occur and require separate targeted interventions (behavioral management and remedial pedagogy).
Specific Learning Disabilities and Attention Deficit Hyperactivity Disorder frequently co-occur as distinct neurodevelopmental conditions. Treating one condition does not automatically resolve the other; therefore, effective comprehensive intervention requires combining behavioral self-regulation strategies for attention management alongside structured, multi-sensory remedial instruction to directly address specific academic skill deficits.

104. (C) Address attention and reading simultaneously, as unmanaged inattention hinders remediation.
When managing comorbid Attention Deficit Hyperactivity Disorder and Dyslexia, interventions must target attention control and reading remediation concurrently. Unaddressed inattention impedes the engagement needed for structured phonics training, while unresolved reading deficits maintain academic frustration, making simultaneous behavioral strategies and specialized reading instruction essential for optimal educational progress.

105. (D) The child undergoes a permanent cognitive decline and transforms into a slow learner across all academic domains globally.
When a child has an undiagnosed Specific Learning Disability, unmanaged academic frustration and continuous task failure can lead to task avoidance, learned helplessness, and behavioral distress. Without appropriate pedagogical remediation and accommodations, the persistent lack of support severely suppresses academic achievement across subject areas, compounding learning difficulties over time.

106. (A) 20 minutes per hour of examination
Under guidelines issued by the Ministry of Social Justice and Empowerment and major national examination boards like CBSE in India, candidates with certified benchmark disabilities, including Specific Learning Disabilities, are entitled to compensatory time of twenty minutes per hour of examination. This provision ensures adequate time to process questions and format answers.

107. (B) A student with severe dysgraphia having illegible handwriting and writing fatigue.
Provision of an amanuensis or scribe is specifically authorized for students whose physical or motor writing capacity is severely impaired, such as individuals with severe dysgraphia characterized by extreme writing fatigue and illegible handwriting. The scribe writes down the student's verbatim dictated responses without providing guidance, hints, or structural modifications.

Downloaded from www.pdf.tube

54. (D) Screening identifies at-risk students; assessment confirms SLD type.
Screening tools are brief assessments designed to identify at-risk students who may require instructional support or further evaluation. In contrast, formal diagnostic assessments involve comprehensive psychometric testing by certified professionals to evaluate cognitive profiles, confirm specific disability categories, rule out secondary factors, and determine official eligibility for specialized education services.

55. (B) To identify academic deficits and refer for formal diagnosis.
The NIMHANS Index of Specific Learning Disabilities serves as a functional screening and diagnostic tool used by educators to identify specific academic skill deficits and processing weaknesses. Teachers utilize its findings to design targeted classroom remediation plans and determine whether to refer the student to clinical professionals for formal diagnostic certification.

56. (C) A registered clinical or rehabilitation psychologist
Under Rehabilitation Council of India guidelines and national diagnostic protocols, formal clinical diagnosis and disability certification for Specific Learning Disabilities require comprehensive evaluation by a registered clinical or rehabilitation psychologist. These licensed professionals possess specialized training to administer standardized psychometric batteries, evaluate cognitive profiles, and issue valid diagnostic reports.

57. (D) I, II, III, and IV
A comprehensive diagnostic evaluation for Specific Learning Disability requires administering standardized cognitive batteries, assessing academic achievement across reading, writing, and mathematics, reviewing detailed developmental and educational histories, and conducting vision and hearing screenings. This thorough multidisciplinary approach establishes cognitive potential while systematically ruling out sensory impairments or lack of instruction.

58. (A) Cognitive assessment (IQ test) – To establish baseline intellectual potential
Cognitive assessments, such as standardized intelligence tests, are administered during diagnostic evaluations to establish baseline intellectual functioning and determine general cognitive potential. Proving that cognitive ability falls within or above the average range is essential for establishing that academic performance deficits are unexpected and indicative of a specific learning disability.

59. (B) Exclusion criteria
Exclusion criteria represent a mandatory diagnostic principle requiring evaluators to confirm that academic deficits are not primarily caused by visual impairments, hearing loss, intellectual disability, emotional disturbances, or inadequate educational opportunities. Establishing these exclusions ensures that diagnosed learning difficulties genuinely reflect intrinsic neurodevelopmental processing deficits rather than external or secondary factors.

60. (B) High early brain plasticity makes targeted reading interventions more effective.
Early identification and targeted intervention are critical in managing Specific Learning Disabilities because younger children exhibit heightened neural plasticity. Brain networks dedicated to language and reading development are most responsive to structured intervention during early childhood, maximizing the effectiveness of specialized instruction and preventing long-term academic achievement gaps from widening over time.

61. (D) I, II, and III
Delaying the identification of Specific Learning Disabilities carries severe risks, including the emergence of secondary emotional issues like anxiety and school refusal, the progressive widening of academic achievement gaps relative to peers, and the irreversible loss of critical early developmental windows ideal for building foundational literacy and numeracy skills.

62. (C) Initiate targeted, small-group phonics intervention immediately.
When a primary student exhibits significant struggles with phonemic awareness despite standard classroom instruction, initiating targeted small-group phonics intervention immediately is the correct course of action. Early explicit remediation leverages higher neuroplasticity, addresses foundational decoding deficits directly, and prevents minor reading difficulties from escalating into severe, long-term academic failures.

NODIA

117. (A) It contradicts the philosophy of inclusive education because it involves some segregation.
The Resource Room model aligns directly with inclusive education principles by providing specialized pull-out remedial support while keeping students integrated in general classrooms for the majority of the school day. It balances specialized instruction with social inclusion, ensuring students receive targeted skill remediation without being permanently segregated from peers.

118. (D) Reading aloud using audiobooks and playfully practicing brief prescribed remediation tasks.
Home support for children with dyslexia is most effective when parents read aloud using audiobooks, encourage shared reading, and reinforce short, prescribed remedial practice sessions in an encouraging atmosphere. Avoiding excessive drill pressure and focus on mistakes helps protect the child's self-esteem while reinforcing foundational literacy skills built at school.

119. (B) "Explain simply that their brain learns differently, focusing on strengths."
Fostering emotional well-being in a child with a newly diagnosed learning disability involves providing age-appropriate explanations that reframe the condition as a unique learning difference. Emphasizing individual strengths, demystifying academic challenges, and offering reassuring parental support build resilience, mitigate feelings of inadequacy, and encourage a healthy self-concept.

120. (C) Creating a collaborative team to reinforce school strategies at home.
Continuous, transparent parent-school communication establishes a collaborative partnership focused on supporting the student's development. Regular dialogue ensures that instructional accommodations, behavioral management, and remedial strategies utilized in school are consistently reinforced at home, creating a unified support network that promotes academic and emotional progress.

121. (D) Refusing to accept the diagnosis and moving the child to a different school every year hoping the problem disappears
Effective parental advocacy involves maintaining organized educational records, requesting required statutory accommodations, and encouraging non-academic talents. Refusing to accept a valid diagnosis and repeatedly changing schools delays necessary professional remediation, increases emotional stress, and prevents the child from receiving structured, continuous intervention required for long-term development.

122. (A) The Department of Empowerment of Persons with Disabilities (DEPwD) under MSJE
In India, the Unique Disability ID (UDID) project is implemented by the Department of Empowerment of Persons with Disabilities under the Ministry of Social Justice and Empowerment. This centralized portal manages disability certification and card issuance, providing persons with benchmark disabilities, including SLD, seamless access to government welfare provisions.

123. (B) Inclusive education with equitable support inside regular schools.
Modern educational policies in India, including the National Education Policy 2020 and Samagra Shiksha, heavily emphasize inclusive education. The framework mandates that children with special needs, including learning disabilities, receive equitable educational opportunities, specialized support services, and appropriate accommodations within regular neighborhood schools alongside non-disabled peers.

124. (B) NEP 2020 – Mandates that children with SLD cannot attend higher education institutions
The National Education Policy 2020 promotes full inclusion across all educational levels, explicitly supporting access to higher education for students with disabilities. It mandates accommodations, accessible learning materials, and barrier-free admission processes, contradicting the notion that students with learning disabilities are restricted from entering higher education institutions.

125. (A) Compensatory time and/or scribe facility
Under national examination board guidelines, students with certified dysgraphia appearing for Class X examinations are legally entitled to request compensatory extra time and the provision of a scribe facility. These statutory concessions ensure that motor handwriting impairments do not prevent students from

Click Here to Buy book on Amazon

of representation and engagement within the general classroom ensures that diverse learners, including those with learning disabilities, access curriculum content effectively through varied learning channels.

73. (D) Teaching typing skills and allowing laptop use for assignments.
For older students with severe dysgraphia, instruction in keyboarding skills and permission to utilize laptops for written assignments represent the most effective long-term accommodation. Typing circumvents fine motor writing fatigue and mechanical handwriting barriers, allowing students to express complex thoughts fluently without altering the academic standards of written content.

74. (A) Having them copy large amounts of text from the blackboard improves their writing fluency over time.
Forcing students with dysgraphia to copy large volumes of text from the blackboard is counterproductive and increases physical fatigue, frustration, and motor strain without improving writing fluency. Effective instruction utilizes accommodations like pre-printed notes, graphic organizers, oral assessments, and assistive technology to bypass mechanical handwriting barriers.

75. (B) A pencil grip and slanted writing board
Utilizing ergonomic pencil grips and slanted writing surfaces provides appropriate low-tech assistive support for young children with dysgraphia. These tools physically support proper wrist positioning, improve pencil control, reduce physical hand strain, and facilitate proper letter formation mechanics without requiring complex technology or changing curriculum learning objectives.

76. (B) I and II only
Appropriate remedial strategies for written expression difficulties involve segmenting complex writing assignments into smaller manageable steps and delivering explicit instruction in spelling and grammar rules. Completely eliminating writing tasks from the curriculum is inappropriate, as students require structured support and accommodations to build written communication skills continuously.

77. (A) Concrete-Pictorial-Abstract (CPA) approach
The Concrete-Pictorial-Abstract approach is a foundational instructional framework in mathematics education that progresses sequentially from manipulating physical objects to analyzing pictorial representations, and finally to solving symbolic numerical equations. This structured progression helps students with dyscalculia internalize abstract mathematical concepts by grounding them in tangible experiences.

78. (B) II, III, I
The correct sequence for implementing the Concrete-Pictorial-Abstract framework involves first manipulating physical objects like counting blocks, followed by viewing visual representations such as picture drawings of items, and concluding with working with abstract numerical symbols and formal equations. This developmental progression ensures deep conceptual understanding before introducing abstract symbols.

NODIA

79. (D) Spatial arrangement difficulties – Using graph paper for column alignment
Using graph paper is a targeted accommodation designed to help students with dyscalculia who experience visual-spatial and organizational alignment difficulties. Grid lines assist students in neatly arranging multi-digit numbers into proper vertical columns, preventing place value calculation errors caused by misaligned digits during arithmetic operations like addition and long division.

80. (C) Dyscalculia
Desk-mounted number lines provide visual and spatial scaffolding for students struggling with basic counting sequences, addition, and subtraction operations. This tangible visual tool directly supports individuals with dyscalculia by offering a clear mental model of number relationships, magnitude progression, and directional movement involved in arithmetic calculations.

81. (B) Introducing multiple new mathematical concepts in a single lesson to accelerate learning
Introducing multiple new mathematical concepts within a single lesson overwhelms working memory and causes cognitive overload, making it unsuitable for students with dyscalculia. Effective instructional strategies prioritize presenting single concepts incrementally, using

is essential for holding numerical information and executing mathematical steps, anxiety-induced cognitive overload severely impairs problem-solving efficiency, compounding underlying dyscalculia deficits.

136. (C) Low-tech assistive accommodation
Utilizing grid paper or graph paper to assist students in aligning mathematical numbers into vertical columns represents a low-tech assistive accommodation. This cost-effective, non-electronic tool scaffolds visual-spatial organization, helping students with dyscalculia maintain correct place value alignment during complex multi-digit addition, subtraction, and long division calculations.

137. (D) Dyslexia is caused by a visual deficit involving seeing letters backward.
Early historical assumptions incorrectly attributed dyslexia to an optical visual impairment that caused individuals to see printed letters backward. Modern neuroscientific research has thoroughly disproven this myth, establishing that dyslexia is a neurobiological, language-based processing disorder rooted primarily in phonological decoding deficits rather than visual perception anomalies.

138. (A) Specific Learning Disability
A psychometric profile showing superior or average verbal comprehension alongside significantly depressed processing speed and working memory scores represents a classic jagged cognitive profile. This marked discrepancy between strong general intelligence and localized processing deficits is highly characteristic of Specific Learning Disability rather than global intellectual impairment or slow learning.

139. (B) The special educator, general teacher, parents, and sometimes the student
A formal Individualized Education Programme team must include key stakeholders to ensure comprehensive educational planning. Core members comprise the special education teacher, general classroom teacher, student's parents or guardians, school administrator, and, when appropriate, the student, working collaboratively to set goals, determine accommodations, and monitor academic growth.

140. (B) Has the right to free elementary education in inclusive neighborhood schools.
The Right of Children to Free and Compulsory Education Act 2009 guarantees that every child, including those with Specific Learning Disabilities, has a statutory right to free and compulsory elementary education in an inclusive neighborhood school, supported by barrier-free learning environments and appropriate educational resources.

****

Downloaded from www.pdf.tube

(C) Visual schedules must be withdrawn immediately once routines are learned to avoid dependency.
(D) Visuals offer structured opportunities to assist students in making clear choices between alternative activities.

65. The Picture Exchange Communication System (PECS) is an Augmentative and Alternative Communication (AAC) intervention package. It was developed by:
(A) B.F. Skinner and John Watson
(B) Andy Bondy and Lori Frost
(C) Maria Montessori
(D) Jean Ayres

66. In Phase I of the Picture Exchange Communication System (PECS), the primary goal is for the student to:
(A) Systematically discriminating and choosing between two distinct picture symbols presented on a board.
(B) Constructing complete multi-word sentence structures utilizing a specific "I want" visual strip.
(C) Accurately responding to a direct verbal question such as "What item do you want right now?"
(D) Approach a partner and hand them a picture for a desired item.

67. Consider the following roles required during Phase I of PECS training:
I. The Communicative Partner (who entices the child with the item and receives the picture)
II. The Physical Prompter (who sits behind the child and physically guides them to pick up and hand over the picture)
III. The Punisher (who removes the item if the child makes a sound)
Which of the roles mentioned above are correct and essential in Phase I?
(A) I only
(B) I and II
(C) II and III
(D) I, II, and III

68. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): Parents and educators sometimes worry that using PECS will prevent an autistic child from developing spoken language.
Reason (R): Extensive research demonstrates that PECS actually inhibits verbal speech by making the child lazy.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

69. Which of the following is an example of a "low-tech" Augmentative and Alternative Communication (AAC) system?
(A) A communication book with laminated symbols and Velcro.
(B) An electronic iPad tablet operating dedicated AAC applications like Proloquo2Go.
(C) A battery-powered Voice Output Communication Aid device utilizing digitized speech output.
(D) High-tech eye-tracking infrared camera devices for speech generation and computer access.

70. When designing an AAC vocabulary for a student with ASD, "core vocabulary" refers to:
(A) Highly specialized domain-specific nouns associated exclusively with single isolated topics of interest.
(B) Formal academic vocabulary utilized almost exclusively during standardized classroom testing situations.
(C) Specific complex spoken words that an individual student finds articulation-wise difficult to pronounce.
(D) High-frequency words making up most daily communication across varied contexts.

NODIA

71. When selecting an appropriate AAC device for a student on the autism spectrum, the multidisciplinary team must consider which of the following?
(A) The student's fine and gross motor skills
(B) The student's cognitive and receptive language abilities
(C) The environments in which the device will be used
(D) All of the above

72. An inclusive classroom teacher notices that whenever the classroom becomes very noisy during group activities, Aarav (a student with ASD) begins to hit his head with his hands. This behaviour is most likely a result of:

(C) The exact age and developmental milestone at which the child first spoke words
(D) The severity of physical and motor delay milestones observed during early infancy

8. In the historical evolution of autism diagnosis, who is credited with first describing "early infantile autism" in 1943 after observing a group of 11 children with an innate inability to form ordinary biologically provided affective contact?
(A) Hans Asperger
(B) Sigmund Freud
(C) Leo Kanner
(D) Lorna Wing

9. Which researcher in the 1940s described a group of older children who lacked nonverbal communication skills, failed to demonstrate empathy, and were physically clumsy, but had typical early language development?
(A) Bruno Bettelheim
(B) Ivar Lovaas
(C) Eric Schopler
(D) Hans Asperger

10. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): The "refrigerator mother" theory, which posited that autism was caused by cold, unemotional parenting, is completely rejected by modern medical science.
Reason (R): Current scientific consensus establishes that Autism Spectrum Disorder is a neurodevelopmental condition with strong genetic and biological underpinnings.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

11. Lorna Wing introduced the concept of the "Triad of Impairments" to describe autism. Which of the following is NOT one of the core areas in Wing's original triad?
(A) Social interaction
(B) Sensory processing
(C) Social communication
(D) Social imagination (flexibility of thought)

12. Consider the following statements regarding the genetic and neurological factors in ASD:
I. There is no single "autism gene"; rather, multiple gene mutations interact to increase susceptibility.
II. Brain imaging studies consistently show identical brain structures in all autistic individuals.
III. Research indicates that advanced parental age may be a risk factor for ASD.
Which of the statements given above are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

13. Neurological research has indicated that early brain development in some children with autism may be characterized by:
(A) Early brain overgrowth followed by premature growth arrest
(B) Progressive atrophy of the frontal lobe occurring before two years of age
(C) Complete congenital absence or total agenesis of the corpus callosum
(D) Severe demyelination and structural damage of all peripheral nerves

14. Which of the following statements represents a scientifically debunked myth regarding the etiology of Autism Spectrum Disorder?
(A) Exposure to certain environmental factors in utero during fetal brain development.
(B) Genetic predispositions and hereditary factors playing a major role in ASD onset.
(C) Childhood vaccines containing thimerosal or the MMR vaccine cause autism.
(D) Differences in synaptic pruning occurring normally in the developing brain.

15. Consider the following characteristics related to communication in ASD:
I. Immediate or delayed echolalia
II. Difficulty understanding sarcasm and idioms
III. Pronoun reversal (e.g., using "you" instead of "I")
IV. Consistent and robust use of declarative pointing in infancy
Which of the above are typical verbal communication characteristics found in children with ASD?
(A) I, II, and III
(B) I, III, and IV
(C) II, III, and IV
(D) I, II, III, and IV

Click Here to Buy book on Flipkart

47. Which of the following sensory needs is correctly matched with its appropriate classroom accommodation?
(A) Vestibular seeking -> Providing a weighted lap pad
(B) Proprioceptive seeking -> Allowing scheduled breaks on a therapy ball or mini-trampoline
(C) Visual hypersensitivity -> Using a visual schedule
(D) Auditory hyposensitivity -> Providing noise-canceling earmuffs

48. The TEACCH approach, widely used globally and in special schools, was developed at the University of North Carolina by:
(A) Ivar Lovaas
(B) B.F. Skinner
(C) Eric Schopler
(D) Jean Piaget

49. The acronym TEACCH stands for:
(A) Teaching Education and Communication to Children with Handicaps
(B) Treatment and Education of Autistic and Related Communication Handicapped Children
(C) Training Educators to Assess Children with Cognitive Handicaps
(D) Therapy and Education for Autistic Children in Care Homes

50. Consider the following principles regarding intervention approaches for Autism Spectrum Disorder:
I. Understanding the "culture of autism"
II. Individualizing support based on the student's unique profile
III. Utilizing visual supports to make the environment predictable
IV. Curing autism through intensive psychoanalysis
Which of the above reflect the core principles of the TEACCH approach?
(A) I, II, and III
(B) II, III, and IV
(C) I, III, and IV
(D) I, II, and IV

51. In the TEACCH framework, a "Work System" is designed to answer four specific questions for the student. Which of the following is NOT one of those four questions?
(A) Why am I doing this work?
(B) What work do I have to do?
(C) How much work is there?
(D) What happens after the work is finished?

52. Applied Behaviour Analysis (ABA) as a teaching strategy is primarily based on the principles of:
(A) Classical conditioning
(B) Social learning theory
(C) Operant conditioning
(D) Constructivism

53. In ABA, the "ABC model" used to analyze behaviour stands for:
(A) Antecedent, Behaviour, Consequence
(B) Attitude, Behavioural output, Consequence
(C) Action, Belief system, Corrective measure
(D) Antecedent, Baseline level, Correction step

NODIA

54. During a Discrete Trial Training (DTT) session, the special educator says, "Touch red" (Antecedent), the child touches the red card (Behaviour), and the educator gives the child a small piece of preferred cereal (Consequence). The cereal in this scenario acts as a:
(A) Punishment
(B) Negative Reinforcement strategy
(C) Prompt
(D) Positive Reinforcement

55. In behavioural teaching strategies for ASD, "Prompt Fading" is the process of:
(A) Gradually increasing the frequency and intensity of prompts so that the child learns new skills faster.
(B) Systematically reducing assistance to foster independent skill performance.
(C) Transferring the student to an entirely different classroom setting whenever they fail to acquire a skill.
(D) Systematically erasing all visual schedule items from the classroom board immediately after the day ends.

56. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): While implementing behaviour modification programs, positive reinforcement is heavily preferred over punishment for students with ASD.
Reason (R): Punishment may temporarily stop a behaviour but it does not teach the student the appropriate replacement behaviour and can increase anxiety.

(D) Actively avoiding all outdoor playground equipment that rotates, spins, or swings.

25. Consider the following sensory modalities and their associated challenges in ASD:
I. Proprioception - Difficulty knowing where one's body is in space
II. Vestibular - Difficulty with balance and movement
III. Interoception - Difficulty recognizing internal bodily sensations like hunger or a full bladder
Which of the statements given above are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

26. Which of the following best describes the variability in the cognitive profile of individuals with Autism Spectrum Disorder?
(A) The cognitive profile can range from profound intellectual disability to superior intelligence.
(B) All individuals with ASD have a profound intellectual disability.
(C) All individuals with ASD have savant abilities.
(D) Individuals with ASD typically have uniform cognitive skills across all domains of intelligence testing.

27. When conducting cognitive assessments for children with ASD, psychologists often note an "uneven cognitive profile." This typically means that:
(A) The child's measured overall intelligence score fluctuates drastically from one day to another.
(B) Strong visual-spatial performance contrasting with marked verbal reasoning deficits.
(C) The child consistently refuses to answer specific test items due to high situational anxiety.
(D) Standardized test results are entirely invalid and unusable for Individualized Education Program planning.

28. "Splinter skills" or savant abilities in ASD refer to:
(A) The progressive loss of previously acquired fine and gross motor movement skills.
(B) Exceptional isolated skills in areas like math or music contrasting with general functioning.
(C) Superior dexterity and physical ability to manipulate small fine motor objects with high precision.
(D) A frequent behavioral tendency to break writing pencils or crayons during highly frustrating tasks.

29. Which of the following conditions most frequently co-occurs (is comorbid) with Autism Spectrum Disorder?
(A) Intellectual Disability
(B) Down Syndrome trisomy condition
(C) Congenital visual impairment
(D) Progressive muscular dystrophy

30. An 8-year-old student with ASD has extreme difficulty sustaining attention, is highly impulsive, and constantly fidgets in their seat. The special educator should consider that the student may have a co-occurring diagnosis of:
(A) Specific Learning Disability such as developmental dyslexia
(B) Oppositional Defiant Disorder with persistent conduct issues
(C) Attention Deficit Hyperactivity Disorder (ADHD)
(D) Congenital motor impairment known as Cerebral Palsy

31. Identify the incorrect pairing regarding co-occurring conditions commonly found in individuals with ASD:
(A) Epilepsy - Seizure disorders that peak in early childhood and adolescence
(B) Gastrointestinal issues - Chronic constipation, diarrhea, or acid reflux
(C) Sleep disorders - Persistent difficulty falling asleep or frequent nocturnal night waking
(D) Schizophrenia - Always develops in adult life when ASD occurs in childhood

NODIA

32. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): Anxiety is a highly prevalent co-occurring condition in children and adolescents with Autism Spectrum Disorder.
Reason (R): The unpredictability of the social world, communication barriers, and sensory overload constantly expose individuals with ASD to high-stress situations.
(A) Both A and R are true and R is the correct

CHAPTER 16
Autism Spectrum Disorder

1. Under the Rights of Persons with Disabilities (RPwD) Act, 2016, Autism Spectrum Disorder is classified under which of the following broad categories?
(A) Physical Disability
(B) Neurodevelopmental Condition
(C) Intellectual Disability
(D) Multiple Disabilities

2. Which of the following statements most accurately reflects the legal definition of Autism Spectrum Disorder under the RPwD Act, 2016?
(A) A condition characterized primarily by below-average intellectual functioning and deficits in adaptive behaviour.
(B) A progressive neurological disorder resulting in the loss of previously acquired motor and language skills.
(C) A specific learning disability affecting the individual's ability to read and write proficiently.
(D) A neurodevelopmental condition typically appearing in the first three years of life that significantly affects communication and social interaction.

3. Before the enactment of the RPwD Act, 2016, which Indian legislation specifically recognized Autism for the purpose of providing statutory support and setting up local level committees?
(A) The National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999
(B) The Mental Healthcare Act, 1987
(C) The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995
(D) The Rehabilitation Council of India Act, 1992

4. Read the following statements regarding the scope of Autism Spectrum Disorder under current diagnostic and legal frameworks:
I. It includes conditions previously diagnosed as Asperger's Syndrome.
II. It includes Pervasive Developmental Disorder-Not Otherwise Specified (PDD-NOS).
III. It excludes individuals who possess average or above-average intelligence.
IV. It encompasses a range of presentations with varying support needs.
Which of the statements given above are correct?
(A) I, II, and III
(B) I, II, and IV
(C) II, III, and IV
(D) I, III, and IV

5. The conceptualization of Autism as a "spectrum" implies which of the following?
(A) Symptoms present in varying combinations and severity across individuals.
(B) All individuals with autism share identical clinical symptoms and exact levels of severity.
(C) Autism progresses linearly from a mild childhood stage to a severe adult stage.
(D) Autism is a temporary phase encompassing distinct behavioral stages before full recovery.

6. When assessing the support needs of a student on the autism spectrum, a special educator must recognize that:
(A) Support needs remain static throughout the individual's lifetime.
(B) A student who is highly verbal will not require any behavioural or sensory supports.
(C) Academic accommodations are only necessary for students who also have a comorbid intellectual disability.
(D) Support needs can fluctuate based on environmental demands, stress levels, and developmental stages.

7. According to modern diagnostic criteria (such as the DSM-5), the severity of Autism Spectrum Disorder is classified based on:
(A) The degree of co-occurring intellectual disability and cognitive impairment present
(B) The level of support required for social communication and repetitive behaviors

Downloaded from www.pdf.tube

boundaries in a classroom (e.g., using bookshelves to separate a play area from a work area) is beneficial for students with ASD.
Reason (R): Physical structure provides visual cues that help the student understand exactly where activities occur and what behavior is expected in each space.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

41. If a sudden change in the daily routine is unavoidable (e.g., an unexpected fire drill or a substitute teacher), what is the most appropriate proactive strategy a special educator can use for a student with ASD?
(A) Verbally instruct the student to stop crying immediately and adapt flexibly to the unexpected situation.
(B) Immediately discharge the student home for the remainder of the day to prevent a behavioural meltdown.
(C) Intentionally ignore the schedule alteration and hope that the student simply fails to notice the change.
(D) Use a visual change card to indicate schedule adjustments prior to occurrence.

42. When designing communication supports for an inclusive classroom, the concept of "Total Communication" implies:
(A) Using speech, signs, gestures, and pictures to aid understanding and expression.
(B) Exclusively permitting spoken oral language so that the child is strictly forced to speak verbally.
(C) Employing highly technical and complex academic vocabulary to cognitively challenge the student.
(D) Communicating entirely through digital computer interfaces without any direct human interaction.

43. A common misconception about nonverbal students with ASD is that a lack of speech equates to a lack of cognitive ability or lack of desire to communicate. Which of the following strategies best counters this barrier?
(A) Exclusively focusing on functional basic life skills while completely abandoning all academic goals.
(B) Assuming competence and providing robust alternative communication systems.
(C) Postponing literacy instruction until the child naturally develops fluent spoken oral language.
(D) Restricting the child to an isolated learning environment without peers to minimize pressure.

44. Raj, a student with ASD, takes several seconds to process verbal instructions. When the teacher asks him a question, he often stands silent. The most appropriate immediate strategy for the teacher is to:
(A) Verbally repeat the original question much louder and at a faster speed.
(B) Provide extended wait time (5-10 seconds) for processing and responding.
(C) Promptly redirect the identical question to another student in the class.
(D) Quickly assume the student lacks the correct answer and move to the next item.

NODIA

45. Consider the following environmental modifications for managing sensory sensitivities in a classroom:
I. Replacing flickering fluorescent lights with soft, natural lighting or LED lamps.
II. Placing tennis balls on the bottom of chair legs to reduce sudden scraping noises.
III. Playing loud background music to drown out other noises.
IV. Providing noise-canceling headphones for independent work times.
Which of the above are appropriate sensory accommodations for a student with ASD?
(A) I, II, and III
(B) I, II, and IV
(C) II, III, and IV
(D) I, III, and IV

46. The concept of a "Sensory Diet" in the context of special education refers to:
(A) A strict specialized nutritional elimination diet that removes gluten and casein from daily meals.
(B) Systematically restricting access to preferred sensory toys as a direct disciplinary punishment.
(C) Scheduled sensory activities planned to support optimal arousal and regulation.
(D) Mandatorily force-feeding a child foods of varying textures to eliminate sensory food aversions.

explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

33. The M-CHAT-R (Modified Checklist for Autism in Toddlers, Revised) is primarily used for:
(A) Formally diagnosing autism spectrum disorders in mature adult populations.
(B) Screening toddlers aged 16 to 30 months to assess autism risk.
(C) Standardized cognitive measurement of overall IQ scores in children with autism.
(D) Assessing adolescent vocational readiness and community employment capacity.

34. Developed by the National Institute for the Mentally Handicapped (now NIEPID) in India, which of the following tools is widely used in the Indian context for quantifying the severity of autism and assisting in certification?
(A) CARS (Childhood Autism Rating Scale)
(B) BASIC-MR (Behavioural Assessment Scales for Indian Children with Mental Retardation)
(C) MDPS (Madras Developmental Programming System)
(D) ISAA (Indian Scale for Assessment of Autism)

35. Which of the following is NOT typically considered a "red flag" for early identification of ASD in an 18-month-old toddler?
(A) Inability to write alphabet letters
(B) Consistent lack of pointing gestures to share social interest with caregivers
(C) Persistent failure to respond vocally or visually when their name is called
(D) Complete absence of imaginative pretend or symbolic make-believe play behaviors

36. Consider the following statements regarding screening versus diagnostic assessment for ASD:
I. A positive result on a screening tool constitutes a formal medical diagnosis of ASD.
II. Screening tools help identify individuals who need further comprehensive diagnostic evaluation.
III. Diagnostic assessments for ASD must ideally be conducted by a multidisciplinary team.
Which of the statements given above are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

37. According to standard diagnostic procedures under RPwD Act guidelines and regulatory frameworks, a formal diagnostic assessment team for ASD should ideally include:
(A) A psychiatrist/psychologist, pediatrician, and special educator/speech therapist.
(B) A primary general education teacher, a head school principal, and a biological parent.
(C) A certified medical neurologist working together with a licensed physical therapist only.
(D) A licensed clinical social worker alongside a certified vocational guidance counselor.

38. Consider the following components regarding diagnostic evaluation for Autism Spectrum Disorder:
I. Detailed developmental history taken from parents/caregivers
II. Direct clinical observation of the child's play and social interaction
III. Administration of standardized autism assessment tools
IV. Blood test to confirm the presence of the "autism virus"
Which of the above are valid components of a formal ASD diagnostic assessment?
(A) I, II, and III
(B) I, II, and IV
(C) II, III, and IV
(D) I, III, and IV

39. Providing a highly structured and predictable educational environment is crucial for students with ASD primarily because it:
(A) Ensures students consistently pass high-stakes standardized national academic examinations.
(B) Minimizes anxiety through environment clarity and predictable expectations.
(C) Directly forces students to engage in active social interactions with classroom peers.
(D) Completely cures underlying sensory processing differences through long-term exposure over time.

40. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): Establishing clear physical

Click Here to Buy book on Amazon

(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

57. "Social Stories," a highly effective tool for teaching social understanding to individuals with ASD, were developed by:
(A) Temple Grandin
(B) Simon Baron-Cohen
(C) Uta Frith
(D) Carol Gray

58. Consider the following types of sentences used in constructing a Social Story:
I. Descriptive sentences (who, what, where, why)
II. Perspective sentences (describing the feelings or thoughts of others)
III. Directive sentences (suggesting a response or choice of responses)
IV. Punitive sentences (stating the punishment for incorrect behaviour)
Which of the above are valid components of a standard Social Story?
(A) I, II, and III
(B) I, III, and IV
(C) II, III, and IV
(D) I, II, and IV

59. Read the following excerpt from a Social Story: "My teacher feels happy when I raise my hand before speaking." This is an example of a:
(A) Descriptive sentence
(B) Perspective sentence
(C) Directive sentence
(D) Affirmative sentence

60. A special educator creates a Social Story to help a student handle losing at board games. What is the most appropriate time to read this Social Story with the student?
(A) Exclusively in the immediate aftermath when the student has thrown a severe behavioural tantrum from losing.
(B) Regularly during calm periods and prior to board game activities.
(C) Conducted strictly a single time at the very commencement of the designated academic school year.
(D) Exclusively while the student is actively experiencing a severe emotional or sensory meltdown episode.

61. Visual schedules are a cornerstone of ASD intervention because:
(A) They utilize visual strengths to enhance predictability and lower anxiety.
(B) They completely eliminate any requirement or need for classroom teachers to speak verbally.
(C) They serve primarily as an explicit form of behavioral discipline for managing off-task actions.
(D) They direct children to acquire functional reading skills for written words at an accelerated pace.

NODIA

62. Consider the following formats of visual representation used for schedules:
I. Real objects (e.g., holding a spoon for lunchtime)
II. Line drawings/Pictograms (e.g., a cartoon drawing of a toilet)
III. Written words (e.g., the word "Math")
Which is the correct developmental hierarchy of these representations, from most concrete (easiest to understand) to most abstract?
(A) I -> II -> III
(B) III -> II -> I
(C) II -> I -> III
(D) I -> III -> II

63. A "First-Then" board is a simple visual support tool used primarily for:
(A) Instructing a student on how to independently read and tell time accurately using a standard analog clock.
(B) Formally documenting and tracking a student's daily attendance records within the special education resource room.
(C) Teaching complex abstract grammatical concepts such as past, present, and future verb tenses in language arts.
(D) Showing a two-event sequence of a less preferred task followed by a preferred activity.

64. Identify the incorrect statement regarding the use of visual supports across the school day:
(A) Visual supports effectively break complex multi-step learning tasks down into smaller manageable instructional steps.
(B) Visual supports serve to clearly indicate to the student precisely when a specific instructional activity is completed.

16. A 6-year-old child with ASD frequently repeats phrases he hears on television, often days after hearing them, without any apparent connection to the current context. This behaviour is known as:
(A) Immediate echolalia
(B) Palilalia
(C) Delayed echolalia
(D) Coprolalia

17. Pragmatic language difficulty is a common characteristic of individuals on the autism spectrum. Which of the following is the best example of a pragmatic deficit?
(A) Persistent inability to articulate specific speech sounds like "r" properly during speech.
(B) Monopolizing conversations on single topics without noticing listener disinterest.
(C) Possessing a significantly restricted expressive vocabulary limited to under fifty words.
(D) Frequently stuttering or exhibiting speech dysfluency when speaking to unfamiliar adults.

18. A special educator notices that Rohan, a student with ASD, takes the teacher's hand and pulls it towards a jar of cookies he wants opened, without making eye contact or vocalizing. This type of nonverbal communication is best described as:
(A) Spontaneous joint attention to direct shared adult focus
(B) Expressive declarative communication to share an experience
(C) Functional augmentative communication using symbolic gestures
(D) Instrumental communication using an adult as a physical tool

19. A student with ASD demonstrates an intense preoccupation with reading bus timetables and memorizing routes to the exclusion of other activities. Under which diagnostic domain does this behaviour fall?
(A) Highly restricted, fixated interests
(B) Deficits in social-emotional reciprocity
(C) Hyper-reactivity to sensory input
(D) Deficits in nonverbal communicative behaviours

20. Which of the following is an example of a "stereotyped or repetitive motor movement" (often referred to as stimming) commonly observed in ASD?
(A) Consistently refusing to consume any foods of a specific visual colour
(B) Verbally asking the exact same question repeatedly throughout the day
(C) Flapping hands or spinning in circles during excitement
(D) Systematically lining up toy vehicles in strict order of physical size

21. Many individuals with ASD exhibit an "insistence on sameness." How might this characteristic manifest in a school environment?
(A) Extreme distress when routine cafeteria routes change
(B) Demanding to learn entirely new academic topics every single day
(C) Frequently attempting to make new friends across different classrooms
(D) Changing personal handwriting styles continuously throughout the school day

22. When a student with ASD engages in self-stimulatory behaviour (stimming) that is not harmful to themselves or disruptive to others (e.g., quietly rocking back and forth during a lesson), the most appropriate pedagogical response is usually to:
(A) Physically stop the behaviour immediately using direct manual restraint techniques.
(B) Apply punitive disciplinary consequences to extinguish the target behaviour rapidly.
(C) Isolate the student in a designated timeout room until the behavior completely stops.
(D) Allow the behaviour, as it assists sensory self-regulation and attention focus.

23. A child with ASD who covers their ears and cries when the school bell rings is demonstrating:
(A) Auditory hyposensitivity
(B) Auditory hypersensitivity
(C) Vestibular seeking behaviour
(D) Proprioceptive dysfunction

24. Hyposensitivity to sensory input in a student with ASD might present as which of the following behaviours?
(A) Consistently refusing to wear any clothing items that have fabric tags attached.
(B) Demonstrating gagging reflexes at the smell of standard cafeteria food items.
(C) Seeking deep tactile pressure like squeezing into spaces or crashing into mats.

Downloaded from www.pdf.tube

(A) A desire to manipulate the teacher into ending the lesson
(B) Attention-seeking behaviour aimed at his peers
(C) Sensory overload leading to a meltdown
(D) A deliberate attempt to disrupt the academic curriculum

73. Which of the following is a recommended environmental modification to support a student experiencing sensory overload in a mainstream classroom?
(A) Mandating that the student remain continuously within the noisy room to achieve systemic desensitization over time.
(B) Verbally reprimanding or scolding the student directly whenever they cover their ears in response to loud sound.
(C) Relocating the student's primary instructional desk directly to the exact geometric center of the classroom floor.
(D) Creating a quiet corner or sensory tent for student retreat when overwhelmed.

74. During a severe sensory meltdown, which of the following actions by the special educator is contraindicated (should NOT be done)?
(A) Giving rapid, loud, and complex verbal instructions to "calm down"
(B) Ensuring the physical safety of the student and others
(C) Reducing environmental stimulation (dimming lights, reducing noise)
(D) Providing a calm, quiet presence and allowing time for the student to regulate

75. Consider the following statements regarding Positive Behaviour Support (PBS):
I. PBS focuses on understanding why a behaviour occurs rather than simply punishing it.
II. PBS involves teaching the student functional, socially acceptable replacement behaviours.
III. PBS relies heavily on physical restraint and isolation as primary interventions.
Which of the statements given above are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

76. In the context of managing challenging behaviours in ASD, what does Functional Behaviour Assessment (FBA) seek to identify?
(A) Determining the overall standardized intelligence quotient (IQ) score of the student.
(B) Identifying the underlying function or purpose the behaviour serves for the student.
(C) Pinpointing the exact genetic etiology and biological causes of the student's autism condition.
(D) Evaluating and analyzing the specific child-rearing styles and home discipline strategies of parents.

77. Behaviour analysts generally categorize the functions of behaviour into four primary areas. Which of the following is NOT one of these primary functions?
(A) Spite / Malice towards the teacher
(B) Escape / Avoidance
(C) Access to tangibles (getting a desired item)
(D) Automatic / Sensory reinforcement

78. Neha, a student with ASD, tears up her worksheet every time she is presented with double-digit addition problems. The teacher responds by sending her to the "timeout" corner, which means she does not have to do the math. The function of Neha's behaviour is most likely:
(A) Sensory stimulation
(B) Attention seeking
(C) Escape from task demand
(D) Access to a tangible item

79. Based on the scenario where a student tears up worksheets to escape math tasks, what would be an appropriate functionally equivalent replacement behaviour to teach?
(A) Instructing the student to scream aloud as an alternative vocal reaction instead of tearing up worksheets.
(B) Systematically teaching the student to physically strike her desk whenever she experiences academic frustration.
(C) Implementing immediate punitive measures by requiring the student to complete complex triple-digit addition problems.
(D) Teaching her to exchange a "break card" to request a task pause.

NODIA

80. Social skills deficits in ASD are often theoretically linked to a lack of "Theory of Mind." What does Theory of Mind refer to?
(A) The cognitive capacity to accurately memorize and recall extensive lists of factual information regarding a topic.

109. The "Neurodiversity" paradigm, increasingly prominent in autism advocacy, promotes the idea that:
(A) Neurological differences are natural human variations that warrant respect and support rather than cures.
(B) Autism represents a pathological disease entity demanding aggressive medical cures to restore normal function.
(C) Societal contributions of value can strictly originate from non-autistic neurotypical individuals in society.
(D) All specialized education school institutions and segregated facilities must be permanently shuttered immediately.

110. Consider the following components of a comprehensive life-skills curriculum for a young adult with ASD:
I. Personal care and hygiene
II. Community mobility (e.g., crossing streets safely, using public transport)
III. Functional communication for emergencies
IV. Preparing for medical school entrance exams
Which of the above are standard components of a life-skills curriculum?
(A) I, II, and III
(B) I, III, and IV
(C) II, III, and IV
(D) I, II, III, and IV

111. Which strategy is most effective for a teacher helping a student with ASD transition from a highly preferred activity (like playing on the computer) to a non-preferred activity (like doing a math worksheet)?
(A) Instantly power down the computer monitor and workstation without providing any advance notice.
(B) Falsely promise the student that math instruction will be permanently canceled if they transition now.
(C) Disciplinary send the student directly to the administrative office for showing transition reluctance.
(D) Provide a visual timer 5-minute warning, then use a First-Then prompt.

112. The term "Etiology" in the context of ASD refers to:
(A) The specific pedagogical methods utilized to instruct the student
(B) The legal statutory framework established to protect the student
(C) The scientific study of origins or causes of a condition
(D) The detailed structural format of visual schedules implemented

113. An inclusive school decides to implement the "Samagra Shiksha" provisions for a student with ASD. Which of the following is a key provision under the Inclusive Education (IE) component of Samagra Shiksha for CwSN?
(A) Completely segregating and isolating the student within a separate specialized education facility.
(B) Offering resource room support, adaptive aids, appliances, and transport allowances.
(C) Formally denying school admission based on the student exhibiting non-verbal communication profiles.
(D) Permanently removing the student from accessing any aspect of the general education curriculum framework.

114. Under the Right to Education (RTE) Act, a child with Autism Spectrum Disorder (ASD) aged 6 to 14 years has the fundamental right to:
(A) Receiving instruction strictly inside specialized residential medical and therapeutic care facilities.
(B) Accessing educational programs provided exclusively through non-governmental charitable organizations.
(C) Enrolling in formal schooling provided that their measured intelligence quotient score exceeds 90 points.
(D) Free and compulsory education within a local neighbourhood school.

115. Consider the following statements regarding the role of a Special Educator in an inclusive setting:
I. Modifying the curriculum to suit the learning style of the student with ASD.
II. Collaborating with regular classroom teachers to implement the IEP.
III. Disciplining the student physically if they have a sensory meltdown.
Which of the statements given above are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

116. A teaching technique where a complex skill (e.g., washing hands) is broken down into a series of

Click Here to Buy book on Flipkart

methods to effectively initiate, maintain, and terminate social conversations.
(D) Peer-mediated interventions significantly elevate the overall frequency of authentic, naturalistic social interactions.

88. Consider the following strategies regarding adapting curriculum content for a student with ASD:
I. Incorporating the student's restricted interests (e.g., trains) into math word problems to increase motivation.
II. Breaking complex, multi-step assignments into smaller, manageable chunks.
III. Providing exclusively auditory instructions without any visual supports.
Which of the statements given above represent best practices in special education?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

89. The principles of Universal Design for Learning (UDL) can greatly benefit students with ASD. Applying the UDL principle of "Multiple Means of Representation" for a history lesson might involve:
(A) Exclusively delivering instruction through traditional oral lectures without providing any supplementary instructional materials.
(B) Requiring every student in the classroom to submit an extensive 10-page research essay on the historical subject matter.
(C) Evaluating student learning outcomes strictly on the basis of their formal verbal speech and oral presentation skills.
(D) Offering instruction via textbooks, audio recordings, captioned videos, and visual organizers.

90. Which of the following adaptations is most appropriate for a student with ASD who becomes highly anxious when faced with a worksheet containing 50 math problems, even though they possess the academic skill to solve them?
(A) Folding or chunking the worksheet so only 5 problems show at a time.
(B) Formally advising the student that they will receive a failing mark if they do not complete the assignment.
(C) Permanently excusing and waiving the student from receiving any further instruction in mathematics content.
(D) Transferring the student to a lower academic grade level setting for all core subject area instruction.

91. In special education, transitions are often categorized into micro-transitions and macro-transitions. Which of the following is an example of a micro-transition?
(A) Transitioning from primary elementary school to an upper primary secondary institution.
(B) Moving from math class to the playground on the daily schedule.
(C) Transitioning long-term from the public education system into adult competitive vocational employment.
(D) Relocating to an entirely new geographical city and enrolling in a different school system.

92. Which tool is specifically designed to help a student with ASD manage the anxiety of an impending micro-transition by making the abstract concept of 'time passing' visually concrete?
(A) A standard analog wrist watch provided to the student for tracking elapsed daily time.
(B) A visual timer showing a disappearing red disc to represent time.
(C) Brief spoken verbal warnings delivered precisely ten seconds prior to an upcoming activity shift.
(D) A comprehensive printed wall calendar displaying the key dates across the full academic year.

93. A "transition object" used to facilitate movement between locations for a young child with ASD is best described as:
(A) Carrying an item representing the next activity, such as a paintbrush for art.
(B) Wearing a heavy weighted backpack specifically designed to deliver deep proprioceptive input throughout the day.
(C) Utilizing a white mobility cane designed to assist visually impaired students with independent orientation.
(D) Providing an electronic touchscreen tablet computer used exclusively to play recreational games in class.

94. Under educational guidelines for Children with Special Needs (CwSN) in India (including Samagra Shiksha), planning for long-term

Downloaded from www.pdf.tube

(B) The specific mental ability to rapidly perform complex mathematical equations and calculations without external aids.
(C) Understanding that others hold mental states, beliefs, and feelings different from one's own.
(D) The conceptual psychological framework asserting that the human mind functions identically to a digital computer.

81. A highly effective evidence-based strategy for teaching social skills to children with ASD involves recording a video of someone (or the child themselves) successfully performing the target social skill, and having the child watch it before attempting the skill. This technique is called:
(A) Cognitive Behavioural Therapy
(B) Video Modeling
(C) Systematic Desensitization
(D) Aversion Therapy

82. In the context of school environments, individuals with ASD often struggle with the "Hidden Curriculum." This term refers to:
(A) The formal, official state curriculum framework and subject syllabus prescribed by the central educational board.
(B) Supplementary non-academic extracurricular school activities encompassing organized sports, drama, and instrumental music programs.
(C) Advanced specialized academic subjects delivered systematically through remedial instruction scheduled outside regular operational school hours.
(D) Unwritten, implicit social rules and expectations neurotypical students pick up naturally.

83. When a student with ASD learns a social skill (like greeting others) in the resource room but fails to use it in the cafeteria or on the playground, the student is demonstrating a difficulty with:
(A) Generalization
(B) Skill acquisition
(C) Rote memorization
(D) Visual processing

84. A special educator uses role-playing in a small group setting to teach an adolescent with ASD how to ask a peer to join a game. To ensure this skill is useful in real life, what must the educator plan for?
(A) Ensuring that the student engages in skill rehearsal exclusively with the adult special educator in isolation.
(B) Requiring the student to manually copy the social dialogue script onto the chalkboard multiple times in class.
(C) Practicing target skills in natural environments with peers.
(D) Administering a written test assessing the student's theoretical conceptual knowledge of the word greeting.

85. Consider the following statements regarding Peer-Mediated Interventions (PMI) for students with ASD in inclusive settings:
I. PMI involves training neurotypical peers to interact effectively with the student with ASD.
II. PMI shifts the sole responsibility for social interaction away from the adult teacher.
III. PMI can improve the social skills of the student with ASD as well as foster empathy in peers.
IV. PMI replaces the need for an Individualized Education Programme (IEP).
Which of the statements given above are correct?
(A) I, II, and III
(B) II, III, and IV
(C) I, III, and IV
(D) I, II, III, and IV

NODIA

86. Which of the following is an example of a Peer-Mediated Intervention approach?
(A) Permanently placing and educating the student with autism in an entirely separate segregated special education school facility.
(B) Assigning a dedicated special educator to continuously shadow the student for the full day without enabling peer interactions.
(C) Completely waiving and exempting the student from participating in any peer-based collaborative group work assignments.
(D) Implementing a "Circle of Friends" program to establish a peer network around the student.

87. Identify the incorrect statement regarding the role of peers in Peer-Mediated Interventions:
(A) Neurotypical peers actively serve as positive social interaction models for students with autism spectrum disorders.
(B) Peers assume formal legal duties for evaluating academic progress.
(C) Peers receive structured training regarding

(C) Requesting parents to physically attend the school facility daily during the student's designated lunch break.
(D) Mailing the complete formal IEP document home a single time per year without offering explanatory context.

102. Consider the following statements regarding parent empowerment in the context of ASD:
I. Providing parents with training on behaviour management techniques used in school reduces stress at home.
II. Blaming parents for their child's autistic behaviour is an effective way to secure their cooperation.
III. Connecting parents to support groups helps them cope with the emotional and logistical challenges of raising a child with ASD.
Which of the statements given above are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

103. In the life-skills curriculum for adolescents with ASD, "functional academics" refers to:
(A) Delivering advanced instructional coursework focused on higher mathematics like calculus and theoretical physics.
(B) Teaching practical academics like safety signs, money management, and schedules.
(C) Comprehensive instructional preparation targeting performance on competitive national higher education exams.
(D) Rote teaching of isolated historical dates and factual events without providing functional everyday context.

104. Vocational rehabilitation for individuals with ASD often utilizes a model where the individual works in an inclusive, real-world job setting while receiving ongoing support from a trained professional. This model is known as:
(A) Sheltered Workshop facility
(B) Specialized Day Care Centre
(C) Supported Employment
(D) Permanent Institutionalization

105. In the supported employment model, the professional who accompanies the individual with ASD to the workplace, helps them learn job tasks, and facilitates social integration with co-workers is called a:
(A) Psychiatrist
(B) Occupational Therapist
(C) Speech Pathologist
(D) Job Coach

106. A common myth about Autism Spectrum Disorder is that autistic individuals lack empathy. Current psychological research, particularly the "Double Empathy Problem" theory, suggests instead that:
(A) Communication breakdown is mutual due to differing expressive and perceptive styles.
(B) Clinical evidence proves that individuals with autism naturally possess persistent psychopathic personality traits.
(C) Interpersonal empathy represents a complex socio-emotional skill that can never be acquired by autistic persons.
(D) Expressing social empathy strictly requires superior intellectual functioning, which autistic persons lack.

107. Which of the following is a damaging misconception about ASD that special educators must actively work to dispel in their school communities?
(A) Biological research demonstrates that autistic children inevitably mature into autistic adult individuals.
(B) Autism is cured by strict discipline and eliminating special interests.
(C) Modern clinical science categorizes autism as a pervasive neurodevelopmental spectrum condition.
(D) A significant proportion of autistic individuals display average or superior cognitive intelligence levels.

108. A general education teacher tells the special educator, "Vikram can't be autistic. He makes eye contact with me sometimes and he is very affectionate." What is the most appropriate professional response from the special educator?
(A) "I completely agree with your assessment; I shall initiate immediate cancellation of his IEP goals today."
(B) "Autism is a spectrum; eye contact and affection do not rule out diagnosis."
(C) "The student is likely simulating autistic traits purely as a behavioural tactic to evade classroom work."
(D) "Diagnostic criteria dictate that only children presenting severe intellectual disability have autism."

Click Here to Buy book on Amazon

transition (e.g., from school to adulthood/ vocational training) via an Individualized Transition Plan (ITP) should ideally begin by the age of:
(A) At age 6 years during primary school entry
(B) At age 10 years during upper primary
(C) 14 to 16 years
(D) At age 21 years upon school completion

95. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): Standardized, time-bound written examinations can fail to accurately measure the true academic knowledge of a student with ASD.
Reason (R): High anxiety, sensory distractions in the exam hall, and difficulties with abstract language in test questions can severely impede their performance.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

96. A student with ASD who is hypersensitive to noise is scheduled to take a standardized board examination. According to provisions under the RPwD Act guidelines, which of the following is a legitimate accommodation?
(A) Exempting the student from the examination completely and awarding full marks
(B) Allowing the student to take the exam home and bring it back the next day
(C) Allowing the student to take the exam in a separate, quiet room
(D) Providing the student with the answer key

97. Which of the following assessment accommodations would compromise the validity of a reading comprehension test for a student with ASD?
(A) Presenting the entire printed reading examination text in an enlarged font size.
(B) Having a scribe read the passage aloud during a reading test.
(C) Granting extended test-taking time accommodations to complete the examination paper.
(D) Permitting the student to hold and use a sensory fidget object during exam administration.

98. Portfolio assessment is often recommended as an alternative or supplementary assessment method for students with ASD because it:
(A) Statistically compares individual student achievement against a standardized national normative sample group.
(B) Significantly reduces the overall time and administrative effort required for classroom teachers to grade work.
(C) Relies exclusively upon automated multiple-choice test formats to evaluate subject knowledge mastery.
(D) Showcases student progress through authentic work samples across contexts.

99. The shift from a "professional-centered" model to a "family-centered" model in special education emphasizes that:
(A) Parents serve as equal partners in IEP decisions and intervention planning.
(B) Educational professionals and therapists maintain absolute authority to dictate home routines.
(C) Biological parents are legally required to serve as primary academic instructors for home education.
(D) Public and private school systems bear no formal legal responsibility for educating the child.

NODIA

100. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): Consistent communication and collaboration between the special educator and the parents of a child with ASD is critical.
Reason (R): Skills taught in the resource room must be generalized to the home and community environments to be truly functional.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

101. Which of the following is an effective strategy for maintaining home-school collaboration for a non-verbal student with ASD?
(A) A daily visual communication notebook sharing highlights and concerns.
(B) Contacting parents strictly when the student displays extreme, severe aggressive or dangerous behaviours.

smaller, sequential steps to be taught one at a time is called:
(A) Prompt Fading
(B) Systematic Desensitization
(C) Task Analysis
(D) Generalization

117. In the context of teaching a sequence of skills via Task Analysis, if the teacher physically guides the student through all steps but allows the student to perform the very last step independently to receive the reinforcement, this is known as:
(A) Backward Chaining
(B) Forward Chaining
(C) Total Task Presentation
(D) Shaping

118. Which of the following is a characteristic feature of "Asperger's Syndrome" as it was historically defined before being subsumed into the broader Autism Spectrum Disorder diagnosis in DSM-5?
(A) Experiencing profound global cognitive impairment and severe clinical intellectual disability across domains.
(B) Displaying marked and clinically significant delays in early childhood receptive and expressive speech development.
(C) Presenting with severe structural physical impairments alongside persistent gross motor functional disabilities.
(D) Typical intelligence and language without major delays, but marked social deficits.

119. Augmentative and Alternative Communication (AAC) systems are designed to:
(A) Permanently substitute spoken oral communication so the individual is never required to produce verbal speech.
(B) Supplement or replace speech for individuals with severe expressive impairments.
(C) Provide structured linguistic instruction to assist students in acquiring multiple non-native foreign languages.
(D) Automatically detect and correct complex grammatical errors in students' written essay assignments in class.

120. Meena, a student with ASD, has difficulty initiating interactions. During recess, the special educator prompts a neurotypical peer, Rahul, to go to Meena, offer her a ball, and say "Let's play." Meena responds positively. This is an example of:
(A) Aversive Behavioural Conditioning procedures
(B) Behavioural Extinction protocol techniques
(C) Peer-Mediated Intervention approach
(D) Forward Task Chaining instruction method

121. The term "Joint Attention," which is often delayed or absent in young children with ASD, refers to:
(A) Simultaneously focusing cognitive attention on two distinct academic subject matters during classroom instruction.
(B) Conducting formal collaborative meetings involving both biological parents and school special education staff.
(C) Assessing the anatomical range of motion and physical flexibility present within a child's structural skeletal joints.
(D) Shared focus of two people on an object via eye-gaze or pointing.

122. Which of the following professionals is regulated by the Rehabilitation Council of India (RCI) and is specifically trained to develop and implement individualized educational plans for children with ASD?
(A) Special Educator
(B) Board-certified Clinical Psychologist
(C) Practicing Medical Psychiatrist
(D) Licensed Clinical Neurologist

123. The National Education Policy (NEP) 2020 emphasizes which of the following regarding the education of Children with Special Needs (CwSN), including those with ASD?
(A) Total and complete educational segregation of all students with disabilities into separate special schools.
(B) Inclusive education with accommodations and supports in mainstream schools.
(C) Systematic exclusion and prohibition of individuals with disabilities from accessing higher education.
(D) Formally waiving all statutory requirements for hiring qualified, trained professional special educators.

124. When a student with ASD exhibits "echolalia," a speech and language therapist or special educator can often use it therapeutically by:
(A) Modeling functional language to shape echoed phrases into meaningful communication.
(B) Administering immediate punitive consequences to punish the student for mimicking spoken words.

Downloaded from www.pdf.tube

140. Ultimately, the primary goal of special education interventions for a student with Autism Spectrum Disorder is:

(A) Completely curing underlying autism to transform the student into a neurotypical individual

(B) Enhancing independence, functional communication, and quality of life

(C) Ensuring the student successfully learns to mask all autistic traits to blend into society

(D) Keeping the student safely occupied and supervised until reaching adulthood

****

NODIA

132. A special educator in an upper primary school works with a 12-year-old student with ASD who has a strong restricted interest in astronomy and refuses to complete a writing assignment about 'My Family'. The most pedagogically sound approach is to:
(A) Issue a failing grade to the student for refusing to adhere directly to the teacher's original instructions.
(B) Disciplinarily mandate that the student stand outside the classroom hallway for the entire lesson duration.
(C) Adapt writing tasks to incorporate astronomy topics like 'The Solar System'.
(D) Assign the writing task directly to the student's biological parents to complete on their behalf at home.

133. Which of the following best describes "Incidental Teaching" used in early intervention for ASD?
(A) Using natural environmental opportunities to build communication skills.
(B) Delivering instructional skills through highly repetitive, structured desk-bound drill exercises.
(C) Imparting learning skills that happen purely by accident without any prior lesson planning.
(D) Exclusively focusing instruction on traditional, formal academic subject area content.

134. Which condition, occurring significantly more often in individuals with ASD than in the general population, involves severe gastrointestinal discomfort that can manifest as unexplained aggressive or self-injurious behaviour?
(A) Acute suppurative appendicitis inflammation
(B) Chronic bronchial asthma condition
(C) Type 1 juvenile onset diabetes mellitus
(D) Chronic constipation and acid reflux

135. Consider the following strategies regarding transition to adulthood for individuals with ASD:
I. Conducting formal vocational assessments to match the individual's strengths to job profiles.
II. Developing soft skills, such as workplace etiquette.
III. Assuming that sheltered workshops are the only option for individuals on the spectrum.
IV. Coordinating with adult service agencies before the student leaves school.
Which of the above are considered best practices in transition planning?
(A) I, II, and III
(B) I, II, and IV
(C) II, III, and IV
(D) I, III, and IV

136. The term "Neurotypical" refers to:
(A) Individuals who possess diagnosed clinical neurological disorders or brain-based conditions.
(B) Board-certified medical doctors who professionally specialize in clinical neurology practice.
(C) Individuals with typical neurological development, lacking ASD or ADHD.
(D) The specific anatomical and physiological physical structure of a neurotypical human brain.

137. Which of the following is an effective "antecedent-based intervention" to prevent challenging behaviours in the classroom?
(A) Awarding the student a motivational sticker immediately following the completion of assigned work.
(B) Placing the student in a designated timeout chair after an episode of hitting another individual occurs.
(C) Revoking the student's outdoor recess privileges due to non-completion of assigned home coursework.
(D) Providing a visual schedule daily so expectations are clear in advance.

138. The RPwD Act 2016 expanded the recognized categories of disabilities in India from 7 to:
(A) 14
(B) 21
(C) 28
(D) 32

139. In the context of early intervention in India, District Early Intervention Centres (DEICs) established under the Rashtriya Bal Swasthya Karyakram (RBSK) provide services for children with ASD in the age group of:
(A) 0 to 6 years
(B) 6 to 14 years
(C) 14 to 18 years
(D) 18 to 21 years

Click Here to Buy book on Flipkart

(C) Completely ignoring the student's verbalizations until spontaneous meaningful speech is produced.
(D) Strictly compelling the student to abandon vocal speech and utilize manual sign language instead.

125. Consider the following components of an Individualized Education Programme (IEP) for a student with ASD:
I. Present Level of Educational Performance (PLEP)
II. Measurable Annual Goals
III. Description of special education and related services to be provided
Which of the statements given above are mandatory components of an IEP?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

126. "Shaping" is a behaviour modification technique that involves:
(A) Manually and physically forcing a student's body into a required, specific posture during lessons.
(B) Completely removing every environmental sensory stimulus from the instructional classroom space.
(C) Reinforcing successive approximations toward a target behaviour.
(D) Presenting the child with an educational shape-sorting toy to improve fine motor spatial skills.

127. An essential difference between a "tantrum" and a "sensory meltdown" in a child with ASD is that:
(A) Behavioural tantrums consistently persist for significantly longer durations than sensory meltdowns.
(B) Meltdowns occur exclusively within home environments, whereas tantrums occur only in school settings.
(C) Meltdown episodes can be terminated immediately by providing the child with their desired object.
(D) Tantrums are goal-driven, while meltdowns are involuntary responses to sensory overload.

128. In addressing the dietary issues sometimes seen in ASD (e.g., extreme picky eating), a special educator working with parents should understand that this behaviour is most frequently linked to:
(A) Willful spoiled behavior resulting directly from ineffective or overly permissive parenting approaches.
(B) A conscious, deliberate attempt by the child to self-starve and refuse all daily nourishment.
(C) Sensory sensitivities to food texture, smell, or temperature.
(D) An underlying general lack of cognitive intelligence and intellectual capacity in the individual.

129. Which provision of the UN Convention on the Rights of Persons with Disabilities (UNCRPD), which India has ratified, specifically mandates an inclusive education system at all levels?
(A) Article 12
(B) Article 24
(C) Article 9
(D) Article 30

NODIA

130. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): It is important to teach self-advocacy skills to adolescents with ASD.
Reason (R): Self-advocacy allows them to communicate their sensory needs, ask for accommodations, and participate actively in their transition planning.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

131. In the context of special education and disability support in India, the "UDID project" stands for:
(A) Unique Disability ID, issuing national identity cards for disabled persons.
(B) Universal Design for Instructional Delivery frameworks utilized in mainstream inclusive classrooms.
(C) United District Initiative for Disability coordination established across state educational blocks.
(D) Uniform Data on Intellectual Delays gathered annually for national special education statistics.

ANSWERS

1. (B) Neurodevelopmental Condition
Under the Rights of Persons with Disabilities Act 2016, Autism Spectrum Disorder is explicitly listed under the broader umbrella of neurodevelopmental conditions. These conditions are characterized by developmental deficits that produce impairments of personal, social, academic, or occupational functioning. Recognizing autism within this legal framework ensures statutory support, educational accommodations, and social benefits.

2. (D) A neurodevelopmental condition typically appearing in the first three years of life that significantly affects communication and social interaction.
The Rights of Persons with Disabilities Act 2016 defines Autism Spectrum Disorder as a neurodevelopmental condition that typically manifests during the first three years of life. It significantly impacts an individual's verbal and non-verbal communication skills, social interactions, and educational development. This statutory definition aligns with global clinical standards emphasizing early onset and core deficits.

3. (A) The National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999
The National Trust Act of 1999 was groundbreaking legislation in India that specifically recognized autism alongside cerebral palsy, mental retardation, and multiple disabilities. It mandated the setup of local level committees to address guardianship, caregiving, and legal empowerment for individuals with autism prior to the comprehensive Rights of Persons with Disabilities Act enacted in 2016.

4. (B) I, II, and IV
Diagnostic frameworks like DSM-5 folded previously separate diagnostic categories, including Asperger's Syndrome and Pervasive Developmental Disorder-Not Otherwise Specified, into Autism Spectrum Disorder. Autism encompasses individuals across all cognitive levels, including those with average or superior intelligence. It represents a broad continuum of clinical presentations with varying support requirements across different individuals.

NODIA

5. (A) Symptoms present in varying combinations and severity across individuals.
Describing autism as a spectrum highlights the extensive heterogeneity among affected individuals. Rather than following a uniform presentation or linear progression, autistic traits manifest in diverse combinations, degrees of severity, and skill profiles. Each person possesses unique strengths, social communication styles, sensory processing patterns, and specific support requirements throughout their life span.

6. (D) Support needs can fluctuate based on environmental demands, stress levels, and developmental stages.
Support requirements for individuals on the autism spectrum are dynamic rather than fixed. Environmental factors such as noisy classrooms, unfamiliar routines, high stress, or physical transitions can significantly elevate anxiety and alter a student's functioning. Consequently, special educators must continuously evaluate sensory, emotional, and instructional environments to adjust supports according to changing demands.

7. (B) The level of support required for social communication and repetitive behaviors
Under the DSM-5 diagnostic criteria, severity levels for Autism Spectrum Disorder are assigned based on the extent of support an individual requires across two core domains: social communication impairments and restricted, repetitive patterns of behavior. Severity is categorized into three distinct levels ranging from requiring support to requiring very substantial support.

8. (C) Leo Kanner
In 1943, psychiatrist Leo Kanner published a landmark paper describing eleven children who exhibited a fundamental inability to relate to other people in the usual way. He designated this distinct clinical presentation as early infantile autism, highlighting features such as extreme

the student to process instructions without added verbal pressure. Repeating questions prematurely or interrupting increases cognitive load, creating confusion and inhibiting effective communication.

45. (B) I, II, and IV
Accommodating sensory sensitivities in the classroom involves reducing environmental noise and visual strain. Replacing flickering fluorescent lights with natural lighting, placing tennis balls on chair legs to silence scraping sounds, and offering noise-canceling headphones are effective accommodations. Conversely, adding loud background music increases sensory input and exacerbates sensory overload.

46. (C) Scheduled sensory activities planned to support optimal arousal and regulation.
A Sensory Diet is an individualized plan of specific, sensory-rich activities integrated throughout the school day. Designed by occupational therapists and special educators, it delivers regulating vestibular, proprioceptive, or tactile input at scheduled intervals, helping autistic students maintain an optimal state of neurological arousal, focus, and behavioral regulation.

47. (B) Proprioceptive seeking -> Allowing scheduled breaks on a therapy ball or mini-trampoline
Students seeking proprioceptive input benefit from activities that engage muscles and joints through heavy work, jumping, or resistance. Allowing scheduled breaks on a mini-trampoline or therapy ball satisfies proprioceptive needs, improving body awareness and emotional regulation. Each sensory accommodation must specifically match the student's underlying neurological sensory processing profile.

48. (C) Eric Schopler
The TEACCH model, developed by Dr. Eric Schopler at the University of North Carolina in the 1970s, established structured teaching as a pioneering approach for supporting autistic individuals. Schopler recognized autism as a distinct cognitive learning style, emphasizing environmental adaptation, visual structure, and individualized skill building.

49. (B) Treatment and Education of Autistic and Related Communication Handicapped Children
TEACCH is an acronym for Treatment and Education of Autistic and Related Communication Handicapped Children. Established as a statewide program in North Carolina, TEACCH emphasizes structured teaching methodologies, visual schedules, physical organization, and meaningful collaboration with families to foster lifelong independence and community integration for autistic individuals.

50. (A) I, II, and III
Core principles of the TEACCH model focus on respecting the culture of autism, individualizing assessment-driven instruction, and utilizing visual structures to foster predictability and independence. TEACCH explicitly rejects outdated psychoanalytic theories seeking to cure autism, viewing it instead as a neurodevelopmental profile requiring structured educational and environmental adaptations.

51. (A) Why am I doing this work?
Within the TEACCH structured teaching framework, an individual work system visualizes four essential operational questions for the student: What work am I expected to complete? How much work is assigned? How do I know when I am finished? What will happen next? Broad motivational explanations are excluded from work systems.

52. (C) Operant conditioning
Applied Behaviour Analysis is a therapeutic framework grounded in B.F. Skinner's principles of operant conditioning. ABA systematically analyzes how environmental antecedents and consequences influence observable behavior. By applying positive reinforcement, prompting, and task breaking, educators systematically teach functional skills and reduce interfering behaviors in individuals with Autism Spectrum Disorder.

53. (A) Antecedent, Behaviour, Consequence
The ABC model in Applied Behaviour Analysis serves as a foundational functional assessment framework. It examines the Antecedent (what occurs immediately prior to a target behavior), the Behaviour (the observable student response), and the Consequence (what immediately follows). Analyzing this three-term contingency helps identify environmental functions driving specific behaviors.

Downloaded from www.pdf.tube

according to listener needs, and reading subtle nonverbal cues. Monopolizing conversations about restricted interests while ignoring subtle signs of boredom exemplifies a classic pragmatic communication challenge.

18. (D) Instrumental communication using an adult as a physical tool
Leading an adult by the hand and placing it onto an object without eye contact or vocalization is termed using a person as a tool. This behavior represents a physical, instrumental method of making requests. It satisfies an immediate physical need without establishing joint attention or engaging in symbolic, nonverbal social interaction.

19. (A) Highly restricted, fixated interests
Demonstrating an intense, highly focused preoccupation with specific subjects, such as bus schedules, calendar dates, or technical maps, is a core feature of Autism Spectrum Disorder. This behavior falls under the diagnostic domain of restricted, repetitive patterns of behavior, interests, or activities, characterized by atypical intensity and narrow operational focus.

20. (C) Flapping hands or spinning in circles during excitement
Hand flapping, body rocking, and spinning are classic examples of stereotyped or repetitive motor movements, frequently termed stimming. These motor behaviors are common in Autism Spectrum Disorder and often increase during heightened emotional arousal, excitement, or sensory overload. They serve vital self-regulatory functions for individuals processing sensory information.

21. (A) Extreme distress when routine cafeteria routes change
An insistence on sameness is a core behavioral feature of Autism Spectrum Disorder. Autistic individuals rely heavily on predictable daily routines, visual environments, and structured transition sequences. Unexpected changes, such as altered walking routes or schedule modifications, disrupt environmental predictability and can trigger significant distress, anxiety, or emotional dysregulation.

22. (D) Allow the behaviour, as it assists sensory self-regulation and attention focus.
Self-stimulatory behaviors, such as gentle rocking or hand movements, assist autistic students with sensory processing, stress reduction, and maintaining cognitive focus. When these behaviors cause no physical harm or classroom disruption, educators should allow them rather than attempting suppression, respecting the student's need for self-regulation during instructional activities.

23. (B) Auditory hypersensitivity
Covering ears and crying in response to routine environmental sounds, like a school bell, indicates auditory hypersensitivity. Autistic individuals often experience sensory inputs with heightened intensity, rendering ordinary noise painful or overwhelming. Recognizing hypersensitivity allows educators to provide appropriate accommodations, such as noise-canceling headphones or advance visual transition warnings.

NODIA

24. (C) Seeking deep tactile pressure like squeezing into spaces or crashing into mats.
Sensory hyposensitivity involves under-responsiveness to environmental stimuli, driving individuals to seek intense sensory input to achieve nervous system regulation. Seeking deep tactile pressure, crashing into soft mats, or squeezing tightly into narrow spaces provides strong proprioceptive and tactile feedback, helping individuals increase bodily awareness and self-regulate effectively.

25. (D) I, II, and III
Autistic individuals often experience differences in internal sensory modalities beyond traditional senses. Proprioception regulates body position awareness, vestibular processing governs balance and spatial orientation, and interoception detects internal bodily signals such as hunger, pain, or heart rate. Impairments across these internal senses significantly affect motor coordination, emotional regulation, and daily living skills.

26. (A) The cognitive profile can range from profound intellectual disability to superior intelligence.
Cognitive functioning among individuals on the autism spectrum displays extensive variation across the entire intellectual range. Some autistic individuals present with co-occurring profound intellectual disability requiring substantial

self-isolation, insistence on environmental sameness, and atypical speech patterns.

9. (D) Hans Asperger
In 1944, Austrian pediatrician Hans Asperger described a group of children who displayed social interaction difficulties, nonverbal communication deficits, motor clumsiness, and intense absorption in special interests. Unlike the children described by Kanner, these individuals demonstrated typical early language development and average to superior cognitive ability, forming the basis of Asperger syndrome.

10. (A) Both A and R are true and R is the correct explanation of A
The historical refrigerator mother hypothesis falsely attributed autism to emotionally distant parenting. Modern neuroscience and psychiatric genetics have completely disproven this psychogenic explanation. Scientific evidence firmly establishes that Autism Spectrum Disorder is a biological, neurodevelopmental condition influenced by intricate genetic factors, altered brain connectivity, and prenatal neurodevelopmental processes rather than parenting style.

11. (B) Sensory processing
Psychiatrist Lorna Wing formulated the influential Triad of Impairments to characterize autism. This framework identifies core difficulties across three specific domains: social interaction, social communication, and social imagination or flexibility of thought. Although sensory processing differences are widely recognized in current diagnostic manuals like the DSM-5, sensory issues were not part of Wing's original triad.

12. (C) I and III
Scientific research indicates that Autism Spectrum Disorder involves complex polygenic etiology, where multiple gene variations interact rather than a single specific gene. Advanced maternal and paternal age are recognized epidemiological risk factors associated with higher rates of genetic mutations. Brain structure in autism varies significantly across individuals, disproving any single identical neurological anatomical pattern.

13. (A) Early brain overgrowth followed by premature growth arrest
Neuroimaging and post-mortem studies reveal that many young children with Autism Spectrum Disorder experience a period of accelerated brain growth during early infancy. This abnormal early expansion in head circumference and brain volume is typically followed by a deceleration or premature arrest in brain growth, contributing to altered structural and functional neural connectivity patterns.

14. (C) Childhood vaccines containing thimerosal or the MMR vaccine cause autism.
Extensive international epidemiological research involving millions of children has conclusively debunked any link between Autism Spectrum Disorder and vaccines, including the MMR vaccine or thimerosal preservative. Public health organizations globally recognize that autism is driven by neurodevelopmental and genetic mechanisms, making vaccine-related claims a thoroughly disproven myth without scientific validity.

15. (A) I, II, and III
Communication in Autism Spectrum Disorder frequently features repetitive language forms such as immediate or delayed echolalia, difficulties interpreting literal versus figurative speech like sarcasm, and pronoun reversal. Conversely, declarative pointing—used to share interest with others—is typically delayed or absent in young autistic children, making it an uncharacteristic feature of autism.

16. (C) Delayed echolalia
Delayed echolalia involves the repetition of words, phrases, or full sentences after a significant time delay ranging from minutes to years. Autistic individuals may repeat dialogue from movies, television programs, or past conversations out of context. This communication behavior can serve functional purposes, including self-regulation, memory processing, self-expression, or initiating social engagement.

17. (B) Monopolizing conversations on single topics without noticing listener disinterest.
Pragmatic language refers to the social use of communication within varied interactive contexts. Individuals with pragmatic language deficits struggle with conversation rules, such as taking turns, adjusting communication

Click Here to Buy book on Amazon

a developmental skill expected during older childhood, making its absence at 18 months completely developmentally normal.

36. (B) II and III
Developmental screening tools identify children who show potential indicators of autism, but screening alone does not constitute a formal medical diagnosis. Comprehensive diagnostic evaluation requires detailed developmental history, standardized clinical tools, and expert observation, ideally conducted by a multidisciplinary team composed of pediatricians, psychologists, speech therapists, and special educators.

37. (A) A psychiatrist/psychologist, pediatrician, and special educator/speech therapist.
Legal guidelines for disability certification and comprehensive clinical diagnosis of Autism Spectrum Disorder mandate a multidisciplinary team approach. Combining the expertise of medical professionals like pediatricians or psychiatrists with clinical psychologists, speech-language pathologists, and special educators ensures a thorough assessment covering medical history, cognitive profile, communication abilities, and functional adaptive skills.

38. (A) I, II, and III
Diagnostic assessment for Autism Spectrum Disorder relies on clinical evaluations, including parent developmental history, direct observational tools, and standardized autism rating scales. There is no biological blood test, viral marker, or laboratory imaging that confirms autism, as diagnosis is based strictly on observable behavioral criteria and developmental trajectories across key functional domains.

39. (B) Minimizes anxiety through environment clarity and predictable expectations.
Autistic students often experience heightened anxiety when facing ambiguity, unexpected transitions, or chaotic visual environments. Establishing a highly structured classroom with clear physical layout, visual schedules, and consistent routines makes expectations explicit. Predictability lowers anxiety, enhances emotional regulation, and frees cognitive resources for meaningful academic and social learning.

40. (A) Both A and R are true and R is the correct explanation of A
Defining physical boundaries with furniture or visual cues helps autistic students understand spatial functionality and behavioral expectations in each classroom area. Clear visual demarcation reduces environmental confusion, assists with transitions between activities, and enhances focus, directly explaining why structural adaptations are beneficial within structured special education settings.

41. (D) Use a visual change card to indicate schedule adjustments prior to occurrence.
When routine alterations occur, providing advance visual warning using a designated change card or updated visual schedule allows autistic students to mentally process the shift. Proactive visual communication reduces anxiety associated with unexpected events, helping students adjust smoothly while maintaining emotional stability within the learning environment.

42. (A) Using speech, signs, gestures, and pictures to aid understanding and expression.
Total Communication is an inclusive pedagogical philosophy that utilizes all available communication modes—spoken language, manual signs, visual symbols, pictures, and facial expressions—to enhance comprehension and expressive communication. It empowers students with autism to process information effectively and express their needs using modalities best suited to their individual abilities.

43. (B) Assuming competence and providing robust alternative communication systems.
Absence of functional speech does not reflect cognitive incapacity or lack of desire to communicate. Assuming competence is a foundational educational approach that ensures high expectations and equal learning opportunities. Implementing Augmentative and Alternative Communication systems provides nonverbal autistic students with functional tools to access literacy, demonstrate knowledge, and express ideas.

44. (B) Provide extended wait time (5-10 seconds) for processing and responding.
Autistic individuals frequently require additional processing time to decode spoken language, formulate a response, and execute motor speech output. Providing uninterrupted wait time allows

NODIA

and navigate these unstated social guidelines effectively.

83. (A) Generalization
Skill generalization is the ability to apply learned skills across diverse settings, people, materials, and situations beyond the initial instruction context. Autistic students frequently experience difficulty generalizing social behaviors trained in structured settings to natural environments like lunchrooms, requiring educators to plan explicit generalization practices in real-world contexts.

84. (C) Practicing target skills in natural environments with peers.
To ensure social skills acquired during structured role-playing translate into functional habits, educators must embed systematic practice into authentic environments. Rehearsing greetings during recess, lunch, or unstructured classroom moments with neurotypical peers facilitates skill generalization, empowering autistic students to initiate and maintain meaningful social connections naturally.

85. (A) I, II, and III
Peer-Mediated Interventions train neurotypical peers to initiate interactions, model positive social skills, and respond appropriately to autistic classmates. PMI shifts interactive responsibility from teachers to natural social groups, fostering genuine peer relationships and empathy while maintaining individual learning programs designed within the student's formal education plan.

86. (D) Implementing a "Circle of Friends" program to establish a peer network around the student.
Circle of Friends is a recognized Peer-Mediated Intervention designed to foster social inclusion. By recruiting a supportive network of neurotypical classmates, the program encourages regular social interactions, shared lunchtimes, and inclusive peer activities, preventing social isolation and empowering autistic students within integrated mainstream education environments.

87. (B) Peers assume formal legal duties for evaluating academic progress.
In Peer-Mediated Interventions, neurotypical peers serve as social models, communication partners, and supportive friends. However, evaluating academic progress, designing educational programs, and satisfying statutory legal mandates remain exclusive professional responsibilities of certified special educators and classroom teachers rather than participating peer tutors or buddies.

88. (A) I and II
Curriculum adaptation strategies for autistic students include embedding restricted personal interests into academic tasks to boost motivation, alongside breaking complex multi-step assignments into smaller manageable chunks. Relying solely on auditory delivery without visual supports creates cognitive barriers, contradicting best practices for inclusive visual learning instruction.

89. (D) Offering instruction via textbooks, audio recordings, captioned videos, and visual organizers.
Universal Design for Learning advocates providing multiple means of representation to accommodate diverse learning styles. In history lessons, presenting academic content through varied formats—including textbooks, graphic organizers, captioned videos, and audio materials—ensures that students with autism and sensory processing differences access instructional content effectively.

90. (A) Folding or chunking the worksheet so only 5 problems show at a time.
Presenting 50 math problems simultaneously on a page can trigger visual and emotional sensory overload for an autistic student. Chunking the worksheet by folding paper or revealing five problems at a time reduces visual clutter, decreases situational anxiety, and enables the student to demonstrate skill competence successfully.

91. (B) Moving from math class to the playground on the daily schedule.
Micro-transitions refer to frequent, short-term shifts that occur throughout a typical day, such as moving from classroom instruction to recess or transitioning between academic subjects. Managing micro-transitions effectively requires visual schedules, timers, and clear warnings to reduce anxiety and assist autistic students during routine changes.

Downloaded from www.pdf.tube

54. (D) Positive Reinforcement
In operant conditioning and Discrete Trial Training, providing a preferred item, such as cereal, immediately following a correct response increases the future probability of that behavior occurring. Presenting a motivating stimulus after a desired response exemplifies positive reinforcement, strengthening skill acquisition and encouraging sustained active engagement during instructional tasks.

55. (B) Systematically reducing assistance to foster independent skill performance.
Prompt fading is the systematic, gradual withdrawal of instructional prompts—such as physical guidance, verbal cues, or visual gestures—as a student acquires a skill. By systematically reducing reliance on external assistance, prompt fading prevents prompt dependency and ensures the student masters independent performance of the target skill.

56. (A) Both A and R are true and R is the correct explanation of A
Positive reinforcement builds replacement behaviors by systematically rewarding desired skills, whereas punitive approaches fail to teach constructive behaviors and escalate student anxiety. Emphasizing reinforcement fosters a supportive learning environment, explaining why positive behavioral strategies are strongly preferred over punishment when modifying behaviors in students with Autism Spectrum Disorder.

57. (D) Carol Gray
Social Stories were created by Carol Gray in 1991 as an evidence-based tool to explain social situations, expectations, and cues to autistic individuals. Written from a supportive perspective with descriptive and perspective sentences, Social Stories help clarify social expectations and provide meaningful guidance during varied social interactions.

58. (A) I, II, and III
Standard Social Stories consist of descriptive sentences providing situational details, perspective sentences describing internal thoughts or feelings of others, and directive sentences guiding appropriate responses. Punitive sentences stating consequences or negative judgments are strictly excluded, maintaining the supportive, non-threatening educational tone essential to Social Story design.

59. (B) Perspective sentence
Sentences in a Social Story that explain the feelings, thoughts, beliefs, or reactions of other people are defined as perspective sentences. Stating that the teacher feels happy when a student raises their hand helps the student understand external mental states, addressing Theory of Mind challenges common in autism.

NODIA

60. (B) Regularly during calm periods and prior to board game activities.
Social Stories are designed as proactive educational tools best presented when the student is calm, receptive, and focused. Reading stories regularly before entering challenging situations prepares the student mentally. Presenting them during an active meltdown is ineffective, as elevated distress prevents cognitive processing and learning of new social strategies.

61. (A) They utilize visual strengths to enhance predictability and lower anxiety.
Visual schedules leverage the strong visual processing abilities characteristic of many autistic individuals. Translating temporal sequences into visual symbols provides structural clarity regarding daily expectations. Enhanced predictability minimizes anxiety associated with transitions, supports executive functioning, and empowers students to independently navigate classroom routines throughout the school day.

62. (A) I -> II -> III
Understanding visual supports follows a concrete-to-abstract developmental progression. Concrete real objects represent the most accessible form of visual communication for learners. Line drawings or pictograms represent semi-abstract visual representations, while written words form abstract symbolic communication. Arranging visual schedules along this hierarchy aligns support tools with the student's receptive capability.

63. (D) Showing a two-event sequence of a less preferred task followed by a preferred activity.
A First-Then board is a simple visual support that displays a two-step sequence: completing a primary required activity first, followed by accessing a preferred activity. Grounded in Premack's principle, it clarifies expectations,

enhances task completion compliance, and helps students visually understand the immediate outcome of effort.

64. (C) Visual schedules must be withdrawn immediately once routines are learned to avoid dependency.
Visual schedules provide ongoing executive functioning support and should not be abruptly removed once routines appear learned. Even neurotypical adults rely continuously on written planners and calendars. Retaining accessible visual schedules prevents anxiety during stress or routine variations and reinforces independent organization throughout an individual's educational career.

65. (B) Andy Bondy and Lori Frost
The Picture Exchange Communication System was developed in 1985 by Dr. Andy Bondy and Lori Frost. Designed as an augmentative communication intervention, PECS systematically teaches nonverbal individuals to initiate functional communication by exchanging picture cards for desired items or activities across six progressive, structured training phases.

66. (D) Approach a partner and hand them a picture for a desired item.
In Phase I of PECS, the primary objective is teaching physical communication initiation. Upon seeing a desired item, the student learns to pick up its corresponding picture symbol, reach toward a communicative partner, and place the picture directly into the partner's hand, establishing functional exchange without relying on verbal prompts.

67. (B) I and II
Phase I PECS training strictly requires two adults: a Communicative Partner who holds the preferred item and receives the picture exchange, and a Physical Prompter who sits behind the student to provide nonverbal physical guidance without speaking. Punitive roles are completely incompatible with positive behavior support and AAC training principles.

68. (C) A is true but R is false
Parents and educators sometimes worry that using picture-based systems like PECS may hinder natural speech development. However, extensive research confirms that PECS does not impede vocalization; instead, it often stimulates spoken language by lowering communication frustration and pairing visual symbols with clear verbal modeling from communication partners.

69. (A) A communication book with laminated symbols and Velcro.
Low-tech Augmentative and Alternative Communication devices do not rely on electronic components or batteries. A picture communication binder featuring laminated symbols attached with Velcro strip fasteners is a classic low-tech AAC tool. It offers an accessible, portable, and durable communication interface for nonverbal students across multiple environments.

70. (D) High-frequency words making up most daily communication across varied contexts.
Core vocabulary consists of high-frequency words—such as verbs, pronouns, prepositions, and adjectives—that constitute roughly 80 percent of everyday human communication. Unlike fringe vocabulary consisting of specific nouns, core vocabulary words like "want," "more," "go," and "help" are flexible, versatile, and usable across diverse conversational settings.

71. (D) All of the above
Selecting an effective Augmentative and Alternative Communication system requires comprehensive multidisciplinary assessment. Evaluators must consider fine motor skills for tapping interfaces, cognitive and receptive language levels for symbol selection, and sensory environments across home, school, and community settings to select an accessible, durable, and functional device for the user.

72. (C) Sensory overload leading to a meltdown
Excessive acoustic stimulation in noisy classroom settings can trigger severe sensory overload in autistic students with auditory hypersensitivity. When sensory processing thresholds are exceeded, individuals may experience intense distress and exhibit self-injurious behaviors, such as head-hitting, as an involuntary physiological response to unmanageable neurological stress.

73. (D) Creating a quiet corner or sensory tent for student retreat when overwhelmed.
Establishing a dedicated quiet space or sensory tent within the classroom provides a designated safe zone for autistic students experiencing sensory strain. Allowing voluntary access to

Click Here to Buy book on Flipkart

low-stimulation environments helps students regulate their nervous systems proactively, preventing meltdowns and supporting sustained participation in school activities.

74. (A) Giving rapid, loud, and complex verbal instructions to "calm down"
During an active sensory meltdown, an autistic individual experiences severe physiological overload and elevated stress responses. Delivering rapid, loud, or complex verbal instructions adds extra auditory processing demands, escalating stress and sensory overload. Educators should maintain calm, ensure physical safety, dim lights, and allow necessary time for neurological recovery.

75. (A) I and II
Positive Behaviour Support focuses on understanding the functional purpose of challenging behavior and teaching proactive, socially valid replacement behaviors. PBS prioritizes environmental modifications and skill development while explicitly rejecting coercive techniques, punitive consequences, or physical restraint, fostering a supportive and respectful educational framework for students with disabilities.

76. (B) Identifying the underlying function or purpose the behaviour serves for the student.
Functional Behaviour Assessment is a systematic problem-solving process used to determine the specific purpose or function underlying challenging behavior. By analyzing environmental antecedents and consequences, FBA identifies why a behavior occurs, allowing special educators to design targeted behavior intervention plans and teach functionally equivalent replacement behaviors.

77. (A) Spite / Malice towards the teacher
Applied behavior analysis categorizes all human behavior into four primary functional categories: obtaining tangible items or activities, escaping or avoiding demands, gaining social attention, and automatic or sensory reinforcement. Malice or spite represent subjective emotional interpretations rather than objective, observable behavioral functions utilized in scientific behavioral assessment.

78. (C) Escape from task demand
When tearing up math worksheets results in removal from the academic task via timeout, the behavior is negatively reinforced by escaping difficult academic demands. Identifying task escape as the underlying function allows educators to modify task difficulty, provide visual supports, and teach appropriate functional communication skills.

79. (D) Teaching her to exchange a "break card" to request a task pause.
A functionally equivalent replacement behavior fulfills the same purpose as the target behavior using a socially acceptable method. Teaching a student to hand over a break card allows her to escape academic pressure appropriately without engaging in disruptive worksheet tearing, addressing her need for temporary relief from frustrating tasks.

80. (C) Understanding that others hold mental states, beliefs, and feelings different from one's own.
Theory of Mind refers to the cognitive capacity to attribute mental states—such as thoughts, beliefs, desires, and intentions—to oneself and others. Impairments in Theory of Mind hinder an individual's ability to predict or interpret human behavior, perceive external perspectives, and navigate complex social interactions naturally.

81. (B) Video Modeling
Video Modeling is an evidence-based intervention where individuals watch video recordings of peers, adults, or themselves successfully performing a target social skill. Utilizing strong visual learning preferences, video modeling clarifies behavioral expectations, enhances skill retention, and promotes effective generalization of targeted social behaviors across real-world settings.

82. (D) Unwritten, implicit social rules and expectations neurotypical students pick up naturally.
The Hidden Curriculum encompasses unwritten, intuitive social rules, cultural norms, and unspoken expectations that govern interpersonal behavior in educational settings. While neurotypical students absorb these implicit social cues naturally, autistic students often require explicit, direct instruction to understand

Downloaded from www.pdf.tube

lifelong support, while others possess average or exceptionally high intelligence with specialized talents. Cognitive assessment profiles must be evaluated individually to tailor educational strategies.

27. (B) Strong visual-spatial performance contrasting with marked verbal reasoning deficits.
An uneven cognitive profile is a common pattern observed during psychometric testing of autistic individuals. Scores across subtests often display marked discrepancies, such as well-developed nonverbal visual-spatial reasoning and pattern recognition contrasting sharply with relative weaknesses in verbal comprehension or abstract linguistic reasoning. Understanding these intra-individual differences guides instruction.

28. (B) Exceptional isolated skills in areas like math or music contrasting with general functioning.
Splinter skills or savant abilities refer to remarkable, highly specialized capabilities that contrast with an individual's overall level of adaptive or cognitive functioning. Examples include hyper-calculative ability, extraordinary musical performance, rapid memory recall, or detailed artistic drawing, showcasing concentrated pockets of cognitive strength within an otherwise heterogeneous neurodevelopmental profile.

29. (A) Intellectual Disability
Intellectual Disability is among the most frequent co-occurring developmental conditions in individuals with Autism Spectrum Disorder. Clinical research indicates that a significant proportion of autistic individuals meet diagnostic criteria for a co-occurring intellectual impairment, necessitating comprehensive multi-domain educational interventions addressing both cognitive capabilities and social-adaptive skill development.

30. (C) Attention Deficit Hyperactivity Disorder (ADHD)
Attention Deficit Hyperactivity Disorder commonly co-occurs with Autism Spectrum Disorder. Students presenting with both conditions exhibit overlapping challenges, including severe inattention, high motor restlessness, impulsivity, and executive dysfunction. Modern diagnostic systems explicitly allow dual diagnosis of autism and ADHD to ensure comprehensive medical, behavioral, and educational interventions.

31. (D) Schizophrenia - Always develops in adult life when ASD occurs in childhood
Epilepsy, gastrointestinal disturbances, and sleep disorders represent recognized co-occurring medical conditions that frequently accompany Autism Spectrum Disorder across the life course. Conversely, schizophrenia is a distinct psychiatric disorder that does not inevitably or universally develop in individuals diagnosed with childhood autism, making claims of guaranteed adult onset scientifically inaccurate.

NODIA

32. (A) Both A and R are true and R is the correct explanation of A
Anxiety disorders are highly prevalent among individuals with Autism Spectrum Disorder. Unpredictable social environments, communication barriers, executive functioning demands, and persistent sensory overload create elevated baseline stress levels. Understanding this logical connection helps educators implement proactive structured environmental supports, visual schedules, and emotional regulation strategies to reduce anxiety.

33. (B) Screening toddlers aged 16 to 30 months to assess autism risk.
The Modified Checklist for Autism in Toddlers, Revised is a validated screening instrument designed to identify toddlers between 16 and 30 months who are at risk for Autism Spectrum Disorder. It utilizes parent reporting on critical developmental behaviors, such as joint attention, pointing, and social responsiveness, to determine the need for comprehensive diagnostic evaluation.

34. (D) ISAA (Indian Scale for Assessment of Autism)
The Indian Scale for Assessment of Autism was developed specifically to evaluate and quantify the severity of autism within Indian socio-cultural contexts. Utilizing behavioral observation and parent interviews across six domains, ISAA provides standardized scoring essential for formal disability certification, benchmarking functional limitations, and planning statutory support services under national frameworks.

35. (A) Inability to write alphabet letters
Early red flags for Autism Spectrum Disorder at 18 months focus on delayed social-communication milestones, including lack of response to name, absence of joint attention, and lack of symbolic play. Formal writing of alphabet letters is

92. (B) A visual timer showing a disappearing red disc to represent time.
Visual timers make the abstract concept of time concrete by displaying time elapsed via a disappearing red disc or visual bar. This visual representation allows autistic students to monitor remaining task time independently, reducing transition anxiety and supporting smooth shifts between preferred and non-preferred educational activities.

93. (A) Carrying an item representing the next activity, such as a paintbrush for art.
A transition object is a physical item carried by a student that clearly signifies an upcoming activity or destination. Carrying a paintbrush when moving to art class provides concrete visual and tactile cues, clarifying expectations, reducing transition anxiety, and helping autistic students navigate classroom environments independently.

94. (C) 14 to 16 years
Educational guidelines and transition policies mandate that formal planning for post-school life should begin between ages 14 and 16. Developing an Individualized Transition Plan during early adolescence ensures adequate time to identify vocational goals, build life skills, coordinate adult support services, and prepare students for employment.

95. (A) Both A and R are true and R is the correct explanation of A
Standardized time-bound examinations often fail to reflect the true academic capability of autistic students due to heightened anxiety, sensory distractions, and linguistic processing demands. Providing reasonable accommodations addresses these barriers, directly justifying why formal adjustments are essential for accurate assessment of student knowledge.

96. (C) Allowing the student to take the exam in a separate, quiet room
Under the RPwD Act 2016, providing exam accommodations like testing in a separate, quiet room is a recognized right for candidates with sensory sensitivities. This accommodation minimizes auditory distractions, lowers anxiety, and provides an accessible assessment environment without compromising test integrity or academic standards.

97. (B) Having a scribe read the passage aloud during a reading test.
Having a scribe read test passages aloud during a reading comprehension assessment invalidates the test construct, as it measures listening comprehension rather than independent decoding and reading ability. Accommodations must preserve the validity of the skill being evaluated while removing construct-irrelevant barriers for students with disabilities.

98. (D) Showcase student progress through authentic work samples across contexts.
Portfolio assessment compiles authentic student work samples over time across various learning contexts. This ongoing evaluation method provides a comprehensive, multidimensional picture of an autistic student's skill development, accommodating uneven cognitive profiles without relying solely on stressful, highly artificial standardized testing environments.

99. (A) Parents serve as equal partners in IEP decisions and intervention planning.
The family-centered model recognizes parents as essential, equal partners within special education teams. Acknowledging parents' deep knowledge of their child's unique strengths, communication needs, and behavioral patterns ensures that intervention goals set in Individualized Education Programs align with real-world home routines and community environments.

100. (A) Both A and R are true and R is the correct explanation of A
Regular communication between educators and families ensures consistency across settings. Because autistic students often struggle with skill generalization, practicing target strategies uniformly at home and school reinforces learning, explaining why active home-school collaboration is vital for achieving functional educational outcomes.

101. (A) A daily visual communication notebook sharing highlights and concerns.
A daily visual communication notebook provides a consistent mechanism for sharing daily routines, progress, and concerns between parents and special educators. This ongoing dialogue ensures mutual awareness of sensory, behavioral, or emotional shifts, facilitating continuous collaboration and effective support for nonverbal autistic students across settings.

Click Here to Buy book on Amazon

102. (C) I and III
Empowering parents through practical behavior management training and connecting them with community support groups significantly reduces family stress and enhances home intervention consistency. Blaming parents for autistic behaviors is counterproductive and scientifically invalid, contradicting evidence-based principles of collaborative special education practice and respectful family-professional partnerships.

103. (B) Teaching practical academics like safety signs, money management, and schedules.
Functional academics refers to teaching practical academic concepts directly applicable to everyday community living and independence. For adolescents on the autism spectrum, functional academic instruction prioritizes real-world literacy, safety sign recognition, basic money management, time reading, and schedule interpretation over abstract or theoretical academic coursework.

104. (C) Supported Employment
Supported employment is a service model enabling individuals with developmental disabilities to secure and maintain competitive jobs within integrated community settings. Autistic individuals receive personalized job matching, on-site skill training, and ongoing workplace supports, promoting economic self-sufficiency and full social inclusion alongside neurotypical co-workers.

105. (D) Job Coach
A job coach is a specialized vocational professional who provides direct, individualized support to employees with disabilities in community workplaces. The job coach assists with task breakdown, job skill training, workplace communication, and social integration with colleagues, systematically fading assistance as the employee achieves independence.

106. (A) Communication breakdown is mutual due to differing expressive and perceptive styles.
The Double Empathy Problem, formulated by Damian Milton, challenges the belief that autistic individuals lack empathy. It asserts that communication difficulties are bidirectional, arising from differing perceptual styles and social expectations between autistic and neurotypical individuals, rather than reflecting an inherent emotional or empathic deficit.

107. (B) Autism is cured by strict discipline and eliminating special interests.
Claiming that autism can be cured through strict discipline or suppressing special interests is a harmful misconception. Autism is a lifelong neurodevelopmental profile requiring structured support and environmental adaptations. Suppressing special interests damages well-being, whereas incorporating these interests into learning enhances motivation and development.

108. (B) "Autism is a spectrum; eye contact and affection do not rule out diagnosis."
Autism Spectrum Disorder manifests differently in every individual. Preserved eye contact, social warmth, or affection do not exclude an autism diagnosis, as individual skill profiles vary widely across the spectrum. Educators must recognize this heterogeneity to avoid dismissing a student's required educational supports based on stereotypical assumptions.

109. (A) Neurological differences are natural human variations that warrant respect and support rather than cures.
The neurodiversity paradigm views conditions like autism, ADHD, and dyslexia as natural biological variations in human brain wiring. Rather than framing neurological differences as diseases requiring medical cures, neurodiversity advocates emphasize societal acceptance, accessibility, reasonable accommodations, and empowerment for neurodivergent individuals across all domain areas.

110. (A) I, II, and III
Life-skills curricula for autistic young adults focus on functional independence, including personal hygiene, safe community navigation, public transportation use, and emergency communication. Specialized professional entrance examinations represent specific academic career paths rather than universal essential life skills required for daily community living and self-sufficiency.

NODIA

111. (D) Provide a visual timer 5-minute warning, then use a First-Then prompt.
Transitioning from a preferred activity to a non-preferred task is challenging for autistic students. Providing a visual timer warning five minutes prior establishes clear temporal expectations. Following up with a visual First-Then prompt reinforces predictable structure,

assisting emotional regulation and facilitating a smooth activity shift.

112. (C) The scientific study of origins or causes of a condition
Etiology refers to the scientific investigation into the underlying causes or origins of a medical condition or neurodevelopmental disorder. In Autism Spectrum Disorder, research into etiology focuses on identifying genetic variations, neurobiological differences, and environmental risk factors that contribute to altered neurodevelopmental trajectories in affected individuals.

113. (B) Offering resource room support, adaptive aids, appliances, and transport allowances.
Under the Inclusive Education component of Samagra Shiksha, students with special needs within Indian public schools receive comprehensive statutory support. Key provisions include specialized resource room facilities, adaptive teaching aids, assistive devices, transportation allowances, and qualified special educators, ensuring equitable and meaningful access to mainstream inclusive education environments.

114. (D) Free and compulsory education within a local neighbourhood school.
Under the Right to Free and Compulsory Education Act, every child with a disability aged 6 to 14 years possesses a statutory right to free, compulsory education within an inclusive neighborhood school setting. The law mandates accessible infrastructure, appropriate learning materials, and tailored supports without discrimination based on disability.

115. (A) I and II
Special educators in inclusive schools adapt curricula, modify instructional materials, and collaborate with general education teachers to implement Individualized Education Programs effectively. Corporal punishment or physical discipline is illegal, harmful, and explicitly prohibited, violating fundamental special education professional ethics and statutory child rights frameworks across educational systems.

116. (C) Task Analysis
Task analysis is an instructional procedure where a complex target skill is systematically broken down into smaller, discrete, sequentially ordered steps. Teaching each sub-step sequentially enables autistic students to master multi-step daily living routines, such as hand washing or tooth brushing, through structured and manageable learning increments.

117. (A) Backward Chaining
Backward chaining is a task analysis instruction method where the educator completes all initial steps of a sequence, prompting the student to perform only the final step independently. Completing the final step yields immediate natural reinforcement, building task confidence and motivation before systematically teaching preceding steps in reverse order.

118. (D) Typical intelligence and language without major delays, but marked social deficits.
Asperger's Syndrome was historically characterized by significant impairments in social interaction and restricted interests alongside preserved cognitive intelligence and age-appropriate early language development. In current diagnostic frameworks like the DSM-5, Asperger's Syndrome is subsumed under the single, broader umbrella diagnosis of Autism Spectrum Disorder.

119. (B) Supplement or replace speech for individuals with severe expressive impairments.
Augmentative and Alternative Communication systems are designed to support individuals who face severe expressive speech challenges. AAC encompasses non-electronic picture boards and electronic speech-generating devices that supplement limited speech or serve as a primary communication mode, empowering users to express personal needs, ideas, and choices effectively.

120. (C) Peer-Mediated Intervention approach
Prompting a neurotypical peer to initiate a social interaction with an autistic student exemplifies a Peer-Mediated Intervention. Training peers to lead interactions creates authentic social learning opportunities within natural settings, encouraging social reciprocity, peer acceptance, and active participation for students with autism during unstructured school routines.

121. (D) Shared focus of two people on an object via eye-gaze or pointing.
Joint attention is the shared social focus of two individuals toward an external object or event

Downloaded from www.pdf.tube

processing of auditory and visual stimuli

7. Educationally, deafblindness is considered a distinct, combined condition rather than simply "deafness plus blindness" because:
(A) The genetic origins of deafblindness are entirely distinct from the origins of single sensory impairments
(B) Deafblind individuals universally require Braille instruction, unlike individuals with isolated blindness
(C) The condition always involves profound intellectual delay alongside secondary sensory impairment loss
(D) The individual cannot use one distance sense to fully compensate for the loss of the other

8. A special educator observes a 14-year-old student who was born deaf and communicated via sign language, but is now gradually losing peripheral vision and experiencing night blindness. The student is displaying anxiety when moving through unfamiliar corridors. What congenital condition is most likely indicated by this specific sequence of sensory loss?
(A) Usher Syndrome
(B) Down Syndrome
(C) Cerebral Palsy
(D) Fragile X Syndrome

9. Why is the educational definition of deafblindness often broader than the strictly clinical/medical definition?
(A) The educational definition relies exclusively on clinical audiogram results and visual acuity scores to decide classroom placement
(B) It considers the functional impact of combined sensory loss on learning, even if residual vision or hearing exists
(C) The educational definition mandates the presence of a co-occurring intellectual disability for government funding eligibility
(D) The medical definition includes only post-lingual sensory loss, whereas the educational definition restricts itself to pre-lingual loss

10. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Deafblindness creates a unique developmental challenge that cannot be addressed by simultaneously using standard teaching strategies meant for the deaf and standard strategies meant for the blind.
Reason (R): The combined sensory loss prevents the learner from using hearing to compensate for lack of vision, or vision to compensate for lack of hearing, thus requiring entirely different, tactile-based methodologies.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

11. Which of the following is one of the most frequently co-occurring combinations of impairments seen in children diagnosed with Multiple Disabilities in special schools in India?
(A) Intellectual Disability and Cerebral Palsy
(B) Hemophilia and Specific Learning Disability
(C) Visual Impairment and Dyslexia
(D) Sickle Cell Disease and Autism Spectrum Disorder

NODIA

12. When a child has concomitant impairments (such as Intellectual Disability and Blindness), the resulting educational needs are best described as:
(A) Isolated, meaning each disability independently affects learning without interacting with or compounding other impairments
(B) Compensatory, meaning the cognitive delay mitigates the psychological impact of sensory loss through internal adaptation
(C) Synergistic, meaning the disabilities interact to create complex needs greater than the sum of individual impairments
(D) Sequential, meaning the educator must completely resolve cognitive deficits before addressing secondary sensory loss

13. In the context of assessing a child with Multiple Disabilities, identifying the "primary disability" is primarily useful for:
(A) Determining which single medical specialist will take exclusive responsibility for directing the child's entire education
(B) Excluding secondary disability manifestations from the goals of the Individualized Education Programme (IEP)
(C) Legally denying admission to mainstream inclusive education settings under the provisions of the RTE Act 2009
(D) Establishing a baseline for communication and mobility accommodations during holistic planning

crucial element of secondary special education programs.

131. (A) Unique Disability ID, issuing national identity cards for disabled persons.
The Unique Disability ID project in India creates a national database for persons with disabilities and issues standardized UDID identity cards. This national initiative streamlines disability certification, ensures transparent tracking of beneficiary data, and facilitates seamless cross-state access to government schemes, financial benefits, and welfare provisions.

132. (C) Adapt writing tasks to incorporate astronomy topics like 'The Solar System'.
Incorporating a student's intense restricted interest into assigned academic tasks significantly increases intrinsic motivation and task engagement. Adapting a writing assignment to focus on astronomy allows the student to utilize existing domain knowledge, demonstrating required literacy and composition skills while minimizing task avoidance and situational transition distress.

133. (A) Using natural environmental opportunities to build communication skills.
Incidental teaching is a naturalistic behavioral intervention that embeds learning instruction within child-initiated everyday interactions. Educators utilize natural environmental opportunities and direct child interest to model and reinforce functional communication skills, facilitating meaningful skill learning and spontaneous generalization in authentic home and classroom contexts.

134. (D) Chronic constipation and acid reflux
Gastrointestinal issues, particularly chronic constipation and acid reflux, occur with elevated frequency in individuals with Autism Spectrum Disorder. Because communication barriers can prevent individuals from verbally describing internal physical pain, gastrointestinal discomfort often manifests externally through nonverbal signs such as unexplained irritability, sudden aggression, or self-injurious behaviors.

135. (B) I, II, and IV
Effective transition planning for autistic adolescents includes conducting comprehensive vocational assessments, building workplace etiquette soft skills, and establishing early links with adult service agencies. Assuming sheltered workshops are the sole employment pathway ignores supported competitive employment options, contradicting modern evidence-based principles of inclusive career development and autonomy.

136. (C) Individuals with typical neurological development, lacking ASD or ADHD.
The term neurotypical describes individuals whose neurological development aligns with standard societal norms, lacking neurodevelopmental conditions such as Autism Spectrum Disorder, ADHD, or developmental dyslexia. Used within the neurodiversity framework, it provides a neutral, non-stigmatizing contrast between typical neurological brain processing and diverse neurodivergent functional profiles.

137. (D) Providing a visual schedule daily so expectations are clear in advance.
Antecedent-based interventions modify environmental conditions prior to a behavior occurring to prevent challenging behaviors. Providing daily visual schedules establishes clear environmental predictability, clarifies activity sequences in advance, and reduces transition anxiety, effectively minimizing the likelihood of situational frustration and behavioral dysregulation in the classroom.

138. (B) 21
The Rights of Persons with Disabilities Act 2016 expanded India's statutory recognized disability categories from 7 to 21. This comprehensive legal expansion officially introduced conditions such as Autism Spectrum Disorder, Specific Learning Disabilities, Intellectual Disability, and Mental Illness, significantly extending legal protections, educational rights, and statutory welfare entitlements.

139. (A) 0 to 6 years
Under the Rashtriya Bal Swasthya Karyakram, District Early Intervention Centres provide specialized screening, diagnostic evaluation, and early intervention services for young children aged 0 to 6 years. Early identification during these crucial early childhood developmental years enables timely therapeutic, speech, and educational supports for children on the autism spectrum.

Click Here to Buy book on Flipkart

22. Before formal language is established, a child with severe multiple disabilities may communicate using pre-linguistic behaviors. Which of the following is a primary example of pre-linguistic communication?
(A) Using a grammatically correct tactile sign sequence during formal classroom instruction
(B) Selecting a miniature object from a calendar box to indicate a desired upcoming activity
(C) Body stiffening, vocalizations, or breathing changes in response to events
(D) Typing out complete words or functional phrases on an adapted electronic keyboard

23. Many children with multiple disabilities develop "idiosyncratic" communication. What does this term mean in a special education context?
(A) Communication that strictly follows standardized sign language rules and formal syntax
(B) Communication that is entirely verbal but delivered at an unusually slow and deliberate pace
(C) The complete inability to communicate any personal needs or desires due to cognitive delays
(D) Child-unique behaviors and signals that are understood primarily by familiar caregivers

24. A child with profound intellectual disability and severe visual impairment frequently throws objects during unstructured class time. From a communication perspective, what is the most appropriate initial assumption for the special educator to make?
(A) The behavior serves an expressive communication function, such as signaling frustration or sensory needs
(B) The behavior is a deliberate attempt to harm peers and classroom staff, requiring immediate physical isolation
(C) The behavior indicates that the child is developmentally incapable of ever learning functional communication skills
(D) The behavior is a direct result of the visual impairment alone and requires a stronger optical prescription

25. Consider the following statements regarding the communication characteristics of learners with deafblindness:
I. They heavily rely on the proximate senses (touch, taste, smell) to gather information about their communication partners.
II. Their communication development often plateaus at the pre-intentional stage if deliberate tactile interventions are not provided.
III. They process simultaneous sensory inputs faster than neurotypical children.
Which of the above statements is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

26. Children with severe multiple disabilities often experience difficulties with the vestibular system. Which of the following challenges is directly related to vestibular dysfunction?
(A) Complete inability to differentiate between sweet, sour, salty, and bitter taste profiles
(B) Difficulties with balance, spatial orientation, and movement tolerance
(C) Marked hypersensitivity and sensory defensiveness to high-frequency environmental sounds
(D) Inability to physically grasp, manipulate, or release small objects during fine motor tasks

27. "Hypotonia," frequently observed in children with multiple disabilities (especially those with severe developmental delays), refers to:
(A) Reduced or low muscle tone causing a "floppy" appearance and poor postural control
(B) Abnormally high resting muscle tone resulting in stiff, rigid, and resistant limbs
(C) Rapid, involuntary, uncoordinated, and jerky movements of the distal extremities
(D) The permanent, involuntary structural contraction of a muscle group or joint complex

28. In an inclusive resource room, a 6-year-old child with total blindness and severe autism is observed repeatedly pressing his fingers firmly against his closed eyes. The special educator recognizes this behavior as:
(A) A physical symptom indicating an acute allergic reaction affecting the ocular surface
(B) An expressive attempt to communicate to the educator that the classroom environment is noisy
(C) Eye-pressing, a self-stimulatory behavior producing visual sensations (phosphenes)
(D) A deliberate avoidance behavior intended to escape participation in structured group

NODIA

CHAPTER 17
Multiple Disabilities and Deafblindness

1. According to the Rights of Persons with Disabilities (RPwD) Act, 2016, how is the category of "Multiple Disabilities" officially defined in the schedule?
(A) More than one of the specified disabilities, including deafblindness, which causes severe educational needs
(B) A condition involving severe intellectual disability combined with locomotor disability only
(C) Any congenital disorder that affects both physical and psychological development simultaneously
(D) A combination of visual impairment and specific learning disability affecting reading skills

2. Under the RPwD Act 2016, which among the following legal conditions must be satisfied for an individual to be certified under the "Multiple Disabilities" category?
(A) The person must have at least three distinct benchmark disabilities
(B) The person must demonstrate a minimum of 80% disability in any one category
(C) The person must possess two or more of the 21 specified disabilities listed in the Act
(D) The person must be diagnosed with a neurodevelopmental disorder alongside a physical impairment

3. How does the RPwD Act 2016 uniquely address "Deafblindness" in relation to Multiple Disabilities?
(A) Deafblindness is explicitly mentioned as an inclusion within the definition of Multiple Disabilities
(B) Deafblindness is classified as a specific learning disability rather than a multiple disability
(C) Deafblindness requires a separate certification distinct from both sensory and multiple disabilities
(D) Deafblindness is legally considered a sub-category of speech and language disability

4. In the context of disability certification (such as UDID generation), the assessment of a child with Multiple Disabilities is legally required to be conducted by:
(A) A single clinical psychologist qualified under the RCI Act
(B) A special educator recognized by the Department of Social Justice and Empowerment
(C) The District Education Officer under the Samagra Shiksha Abhiyan
(D) A medical board comprising specialists corresponding to the individual's specific disabilities

5. Consider the following statements regarding the legal distinction between single disabilities and Multiple Disabilities under the RPwD Act 2016:
I. Multiple Disabilities are treated as additive, where the impact is simply the sum of two single disabilities.
II. A person with Multiple Disabilities requires a unified, multidisciplinary intervention plan rather than separate isolated treatments.
III. The certification for Multiple Disabilities acknowledges the synergistic and compounding impact of the combined impairments.
Which of the above statements is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

NODIA

6. The term "Deafblindness" generally refers to a condition where a person has:
(A) Complete deafness and total blindness from birth, with no residual sensory capacity
(B) Fluctuating hearing loss accompanied by temporary visual disturbances
(C) A combined hearing and visual impairment, causing such severe communication and educational needs that they cannot be accommodated in special education programs solely for children with deafness or blindness
(D) A severe cognitive deficit that prevents the

using eye gaze, pointing, or gestures. Early delays in joint attention represent a primary red flag for autism, as joint attention forms a critical foundation for language development and social-communicative competence.

122. (A) Special Educator
In India, the Rehabilitation Council of India regulates professional standards for special education practitioners. RCI-certified special educators undergo specialized professional training to assess learning profiles, design Individualized Education Programs, and deliver evidence-based instructional accommodations tailored specifically for students with Autism Spectrum Disorder and other developmental disabilities.

123. (B) Inclusive education with accommodations and supports in mainstream schools.
India's National Education Policy 2020 strongly reaffirms inclusive education for Children with Special Needs. The policy advocates providing appropriate learning accommodations, assistive technologies, tailored visual materials, resource room support, and trained special educators within mainstream school settings to ensure equitable and effective educational access for all learners.

124. (A) Modeling functional language to shape echoed phrases into meaningful communication.
Echolalia can be utilized therapeutically rather than simply suppressed. Special educators and speech therapists treat repeated phrases as a functional communicative bridge, providing clear linguistic models to shape echoed words into meaningful, intentional communication that matches the student's immediate needs and developmental capability across settings.

125. (D) I, II, and III
An Individualized Education Programme is a legally mandated document containing key essential components: the student's Present Level of Educational Performance, measurable annual learning goals, and a detailed specification of special education services, accommodations, and related support therapies required to access the general education curriculum successfully.

126. (C) Reinforcing successive approximations toward a target behaviour.
Shaping is an operant conditioning technique that differentially reinforces successive approximations toward a final target behavior. By systematically rewarding small behavioral improvements that resemble the desired ultimate goal, educators effectively guide autistic students toward acquiring complex new motor, social, or communication skills over time.

127. (D) Tantrums are goal-driven, while meltdowns are involuntary responses to sensory overload.
Tantrums are goal-directed behaviors used to gain an outcome or escape a demand, usually diminishing when the goal is met or ignored. In contrast, sensory meltdowns represent involuntary physiological neurological responses to severe sensory or emotional overload, continuing regardless of external attention until the individual's nervous system regulates fully.

128. (C) Sensory sensitivities to food texture, smell, or temperature.
Selective eating patterns in autistic children frequently stem from underlying sensory processing differences rather than deliberate misbehavior. Hypersensitivity to specific food textures, temperatures, visual appearances, or smells makes eating certain foods distressing. Understanding these sensory factors allows educators and families to introduce dietary variety gradually and gently.

129. (B) Article 24
Article 24 of the United Nations Convention on the Rights of Persons with Disabilities explicitly mandates that state parties ensure an inclusive education system at all levels. It guarantees children with disabilities access to free, quality primary and secondary education on an equal basis with others in their communities.

130. (A) Both A and R are true and R is the correct explanation of A
Teaching self-advocacy skills empowers autistic adolescents to articulate their personal preferences, communicate sensory needs, and request necessary environmental accommodations independently. Fostering self-advocacy promotes personal autonomy and active participation during educational transition planning, directly explaining why self-advocacy instruction is a

Downloaded from www.pdf.tube

14. Which term is frequently used in Special Education literature and policy frameworks to describe disabilities that exist simultaneously and heavily influence one another?
(A) Consecutive conditions
(B) Mutually exclusive disorders
(C) Concomitant impairments
(D) Transient disabilities

15. Consider the following statements regarding the variability in severity among children with Multiple Disabilities:
I. Children with the exact same combination of disabilities (e.g., CP and VI) will present with identical educational needs.
II. The severity of the cognitive impairment often dictates the pace at which compensatory sensory skills can be acquired.
III. Variability in environmental stimulation and early intervention significantly alters the developmental trajectory of these children.
Which of the above statements is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

16. Maternal infection with which of the following diseases during the first trimester of pregnancy is historically one of the most recognized prenatal causes of congenital deafblindness and multiple disabilities?
(A) Varicella zoster (Chickenpox)
(B) Pertussis (Whooping cough)
(C) Mycobacterium tuberculosis
(D) Rubella (German Measles)

17. Which of the following perinatal complications is a leading cause of Multiple Disabilities, specifically resulting in combinations of Cerebral Palsy, Intellectual Disability, and sensory impairments?
(A) Hypoxic-ischemic encephalopathy (perinatal oxygen deprivation)
(B) Maternal gestational diabetes mellitus with poor glycemic control
(C) Advanced paternal age exceeding fifty years at conception
(D) Severe postpartum maternal depression following childbirth

18. A resource room teacher is reviewing the file of a new student who exhibits coloboma of the eye, heart defects, atresia of the choanae, retardation of growth, and ear anomalies leading to deafness. Which genetic condition, commonly associated with deafblindness, do these characteristics indicate?
(A) Down Syndrome
(B) Turner Syndrome
(C) CHARGE Syndrome
(D) Williams Syndrome

19. Severe childhood infections affecting the central nervous system can lead to acquired multiple disabilities. Which of the following is a primary postnatal cause?
(A) Meningitis
(B) Fetal Alcohol Syndrome
(C) Rhesus (Rh) incompatibility
(D) Cytomegalovirus (CMV) transmission in utero

NODIA

20. Consider the following statements concerning the causes of Multiple Disabilities/Deafblindness:
I. Genetic syndromes such as Usher syndrome typically result in progressive, rather than immediate congenital, sensory loss.
II. Prematurity and very low birth weight are significant risk factors for developing multiple disabilities.
III. Congenital conditions are acquired due to accidents or trauma after the child reaches three years of age.
IV. TORCH infections are a group of post-natal environmental hazards causing learning disabilities.
Which of the statements given above are correct?
(A) I and II
(B) II and III
(C) I, III, and IV
(D) II, III, and IV

21. How does the combined loss of vision and hearing uniquely impact a child's early receptive communication development?
(A) Developing an accelerated innate capability to comprehend spoken language through bone conduction pathways
(B) Depriving the child of distance cues needed to anticipate interactions, making them feel sudden
(C) Instinctively inventing a formal, structured sign language without any exposure to external input
(D) Experiencing no significant delay in receptive communication if tactile objects are introduced after age five

140. (B) Enhancing independence, functional communication, and quality of life

The ultimate objective of special education interventions for autistic individuals is to maximize personal independence, build functional communication, and enhance overall quality of life. Effective interventions focus on supporting individual autonomy, self-advocacy, and meaningful social inclusion rather than attempting to cure autism or enforce masking of neurodivergent identity.

****

Click Here to Buy book on Amazon

activities

29. Proprioceptive feedback is critical for motor planning. How do severe physical and cognitive disabilities combine to hinder proprioception in children with multiple disabilities?
(A) By significantly accelerating the transmission rate of neural pathways from muscles to the brain
(B) By increasing the child's reliance purely on auditory verbal instructions for movement control
(C) By causing an excessive overproduction of synovial fluid within the major weight-bearing joints
(D) By restricting active movement, depriving the brain of sensory feedback on body position

30. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Children with congenital deafblindness almost universally experience significant delays in achieving independent mobility milestones such as crawling and walking.
Reason (R): The lack of visual and auditory stimuli in the environment removes the primary natural motivations to reach out, explore, and move toward objects or sounds.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

31. Which of the following sensory defensiveness behaviors is most commonly observed in children with multiple disabilities when a teacher attempts to physically guide their hands without prior warning?
(A) Immediate, involuntary verbal echolalia and vocal repetition
(B) Tactile defensiveness (pulling away or showing distress)
(C) Auditory figure-ground discrimination confusion
(D) Pica behavior (compulsive eating of non-food items)

32. "Incidental learning" is severely compromised in children with multiple disabilities. What is incidental learning?
(A) Learning that occurs exclusively through structured, step-by-step direct instruction by a trained educator
(B) Learning that focuses strictly on academic subjects like mathematics, literature, and formal science
(C) Learning that takes place exclusively through formal behavioral conditioning and reinforcement contingencies
(D) Learning occurring naturally by observing and listening to the surrounding environment

33. A child with severe deafblindness struggles with concept development primarily because:
(A) Their experience is fragmented and limited to what they directly touch or reach
(B) They are routinely exposed to multiple conflicting spoken languages in their home environment
(C) Specialized inclusive schools do not include abstract concepts in their curriculum
(D) The structural functional neural pathways of the right hemisphere are fundamentally absent

34. When teaching a child with intellectual disability and severe visual impairment about a "tree," why is providing a small plastic toy tree considered poor educational practice?
(A) Because non-biodegradable synthetic plastic materials present environmental hazards in classrooms
(B) Because children with severe visual impairments universally show a clear preference for natural wooden objects
(C) Because it lacks the true texture, size, smell, and context of an actual tree, distorting concepts
(D) Because the child will inevitably mistake the small model for food and attempt to ingest it during class

35. "Learned helplessness," a cognitive and emotional challenge frequently observed in children with profound multiple disabilities, is best described as:
(A) A state of passivity where the child stops attempting tasks because adults routinely do everything
(B) A cognitive condition where the child rapidly forgets newly acquired functional skills due to severe memory retention deficits
(C) An intentional, conscious refusal to comply with teacher instructions arising from

NODIA

90. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): O&M training for deafblind individuals heavily incorporates the identification of olfactory (smell) and tactile (texture) landmarks.
Reason (R): Without vision and hearing, spatial orientation requires relying entirely on the remaining proximate senses to recognize specific locations, such as the smell of the cafeteria or a change in floor texture.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

91. When serving as a "sighted guide" for a person who is deafblind, how does the individual typically establish contact and communicate directional changes?
(A) The person grasps guide's arm, and guide uses arm movements to signal turns or obstacles
(B) The guide holds the deafblind person's hand firmly and continuously pulls them along the path
(C) The guide utilizes a remote-controlled vibrating collar to transmit directional signals
(D) The guide walks ten feet ahead of the individual and stomps loudly on the ground surface

92. In teaching route travel to a learner with multiple disabilities, the concept of a "Landmark" is crucial. In this specialized context, an effective landmark must be:
(A) A visually prominent, brightly colored sign mounted high on an upper hallway wall
(B) A temporary furniture piece, such as a moveable chair placed in different hallway areas
(C) A permanent, tactilely/kinesthetically distinct feature (e.g., a textured mat at a door)
(D) A purely auditory sound signal such as a radio continuously playing music nearby

93. Adapting the curriculum for a child with severe multiple disabilities generally requires shifting from a developmental model to an "Ecological Curriculum Model." The ecological model prioritizes:
(A) Teaching functional skills in the exact developmental sequence of neurotypical children regardless of age
(B) Focusing theoretical instruction solely on environmental science, plant ecology, and biology topics
(C) Memorizing abstract facts, figures, and mathematical formulas specifically for standardized testing
(D) Teaching skills that are necessary and functional for current and future environments

94. A fundamental methodology for adapting instructional content for learners with severe cognitive and physical disabilities is "Task Analysis." This involves:
(A) Requiring the student to write a detailed analytical essay examining the steps of a specific task
(B) Timing the student to observe how rapidly they complete a motor task without receiving instruction
(C) Breaking a functional skill into small, sequential steps to teach and assess individually
(D) Having an educational psychologist analyze the theoretical cognitive load of a reading passage

95. A special educator adapts a reading activity for a child with visual impairment and cerebral palsy. Instead of a standard book, the teacher creates a "story box" containing real objects related to the story (e.g., a real feather, a piece of bark) that the child can explore tactilely while the story is communicated. This is an example of providing:
(A) An alternate academic diploma
(B) Multisensory adapted materials
(C) A behavioral intervention plan
(D) A standardized psychoeducational assessment

96. "Functional Academics" is a core component of the adapted curriculum. Which of the following is the best example of a functional math goal for a 15-year-old student with moderate intellectual disability and low vision?
(A) Solving complex quadratic equations using a specialized braille writing instrument
(B) Memorizing formal geometric proofs for

Downloaded from www.pdf.tube

STUDYING FROM PDFs?

THINK AGAIN.

If you are studying only from PDFs,
you are wasting valuable time.

Research shows that learning from

PRINTED BOOKS has up to

4× HIGHER RETENTION

than studying from screens.

PRINT BOOK = BETTER MEMORY

PDF = LOWER RETENTION

Those who study from **PRINTED BOOKS**
move **AHEAD.**

Others are left **BEHIND**
in competition.

In competitive exams,
being average is not enough.

STAY ONE STEP AHEAD.

exhaustion
(B) They rely on intact sensory and verbal skills, penalizing sensory loss rather than testing cognition
(C) Children with sensory loss consistently score artificially high, distorting normative statistical data
(D) Standardized psychometric tests can legally only be administered by a certified speech-language therapist

43. Standard Individualized Education Programme (IEP) templates often require significant adaptation for learners with severe multiple disabilities. Which of the following is the most critical modification needed?
(A) Prioritizing individualized life skills and communication goals over purely academic benchmarks
(B) Ensuring that all selected academic targets precisely match the standard chronological grade-level textbook
(C) Mandating that every single listed educational goal must be fully achieved within one academic term
(D) Completely removing any goals or objectives related to physical therapy, occupational therapy, or mobility

44. Under the framework of inclusive education, which of the following combinations of individuals must ideally be involved in drafting an Individualized Education Programme (IEP) for a student with multiple disabilities?
(A) District Magistrate, Principal, and Special Educator
(B) Only the itinerant special teacher and the RCI certified psychologist
(C) General teacher, Special educator, Parents, and relevant Therapists
(D) Parents and the school medical nurse only

45. Consider the following statements regarding the Person-Centered Planning (PCP) approach in designing educational programs for students with multiple disabilities:
I. It focuses primarily on the child's deficits and medical diagnoses.
II. It places the individual and their family at the center of the planning process, focusing on their vision for the future.
III. It aims to build a supportive community around the individual to enhance their quality of life.
Which of the above statements is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

46. When formulating an IEP goal for a child with severe cognitive and physical impairments, the goal should be "Current Functioning Aligned." This means:
(A) The goal must strictly match the standard academic curriculum prescribed for their neurotypical chronological peers
(B) The goal must strictly follow a developmental sequence dictated by standardized psychological assessment instruments
(C) The goal is developmentally appropriate, starting directly from the child's baseline skills
(D) The goal must focus exclusively on preparing the child to sit for standardized state board academic examinations

47. Flexibility is a cornerstone of IEP execution for learners with multiple disabilities. If a child experiences a prolonged period of seizure activity and regression, the most appropriate action for the IEP team is to:
(A) Fail the student academically and require them to repeat the entire previous academic year's curriculum
(B) Convene to review and adjust IEP goals based on the child's changed medical and functional status
(C) Immediately terminate all special education services until the child achieves full medical recovery
(D) Maintain existing IEP goals without any changes strictly to uphold academic rigor and institutional discipline

48. In the educational programming for a child with profound multiple disabilities, "Functional Skills" are defined as:
(A) Technical skills required solely to operate computer hardware and advanced digital software systems
(B) Formal academic skills needed to pass the National Institute of Open Schooling secondary examinations
(C) Fine arts performance skills, such as playing a musical instrument or participating in theatrical dance
(D) Everyday skills that, if the student cannot

NODIA

a bowl away to say "finished").

III. Receptive and expressive communication modes must always be identical; a child cannot receive information via touch and express it via vocalization.

Which of the above statements is/are correct?

(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

76. The "Tadoma method" is a highly specialized, historical method of communication used by some individuals with deafblindness. What does the Tadoma method involve?

(A) Typing complex sentences on a customized braille keyboard connected to a computer display
(B) Drawing large block capital letters on the palm of the deafblind individual's hand with a finger
(C) Placing hand on speaker's face and neck to feel vibrations, lip movements, and breath
(D) Using a professionally trained guide dog to interpret environmental sounds and vocal commands

77. For a learner with severe deafblindness and intellectual disability, establishing a highly predictable daily routine is essential primarily because:

(A) Completely eliminating the requirement for special educators to plan new lesson materials
(B) Fulfilling administrative mandates under the continuous and comprehensive evaluation system
(C) Preventing the child from ever encountering unfamiliar or novel educational situations
(D) Creating safety and anticipation in a world that feels chaotic due to sensory loss

78. A critical skill developed through predictable routines is "Anticipation." How does a child with multiple disabilities demonstrate anticipation during a routine?

(A) Showing no observable behavioral reaction to any environmental stimuli presented in class
(B) Crying continuously and exhibiting distress throughout the entire school instruction time
(C) Adjusting body posture or initiating next step when cued (e.g., opening mouth for bib)
(D) Speaking a complete, grammatically correct sentence about activities experienced yesterday

79. "Scripting a routine" is a strategy used by special educators. It involves:

(A) Writing a theatrical play script for students with disabilities to perform in class
(B) Breaking an activity into identical step sequences, cues, and locations every time
(C) Changing the order of daily instructional activities to keep the student mentally alert
(D) Requiring the child to write out their complete daily schedule in embossed Braille script

80. Consider the following elements involved in designing an effective instructional routine for a child with multiple disabilities:

I. A clear, identifiable signal or cue that the routine is beginning.
II. A consistent sequence of steps within the activity.
III. Opportunities for the child to make choices or take turns during the activity.
IV. A definite finishing cue or signal indicating the routine is over.

Which of the elements given above are essential components of a well-designed routine?

(A) I, II, and IV
(B) II, III, and IV
(C) I, II, and III
(D) I, II, III, and IV

81. Transitioning between activities is notoriously difficult for children with multiple disabilities. What is the best strategy to facilitate smooth transitions?

(A) Using transition objects or tactile cues to signal an activity ended and a new one begins
(B) Abruptly picking up the child and physically moving them to the next area without prior warning
(C) Applying behavioral punishment if the child demonstrates resistance during a sudden transition
(D) Allowing the child to remain in a single activity for the whole school day to avoid transitions

82. What is the primary educational purpose of using a "Calendar Box" or anticipation system for a student with deafblindness?

Click Here to Buy book on Flipkart

55. What is the primary role of the Special Educator when functioning as the "Case Manager" or coordinator in a multidisciplinary team for a child with multiple disabilities?
(A) To completely overrule and invalidate the formal medical diagnoses provided by licensed clinical doctors
(B) To independently administer prescription medications and physical therapy exercises without medical oversight
(C) To independently rewrite the entire general education curriculum without consulting subject matter teachers
(D) Translating therapy goals into functional daily classroom and home routines in a coordinated manner

56. When team members from different disciplines work together to plan a program, but provide direct services to the child separately in isolated therapy rooms, this model is specifically known as:
(A) Multidisciplinary
(B) Unidisciplinary
(C) Transdisciplinary
(D) Interdisciplinary

57. A major challenge in team-based planning for children with profound multiple disabilities is "role release." What does role release mean in a transdisciplinary team?
(A) Permanently firing a professional from the multidisciplinary team due to professional incompetence
(B) A specialist teaching strategies to the educator or parent to implement during daily routines
(C) Releasing parents from any formal obligation to participate in designing their child's education
(D) The child being officially released and discharged from receiving special education support services

58. An occupational therapist insists that a child with spastic quadriplegia and severe intellectual disability spend an hour daily on an isolated pegboard task to build fine motor control. The special educator argues that this time is better spent using adapted utensils during a natural lunch routine. To resolve this conflict focusing on best practices for multiple disabilities, the team should:
(A) Prioritizing the occupational therapist's medical authority over the educational team's recommendation
(B) Aligning intervention with functional priorities, integrating fine motor goals into eating routines
(C) Compromising by requiring the child to complete isolated pegboard tasks during scheduled lunch time
(D) Dropping all fine motor skill development goals entirely from the Individualized Education Programme

59. Multisensory instruction is foundational for learners with combined sensory losses. In this context, "multisensory" primarily means:
(A) Using residual and proximate senses (touch, smell, movement) to convey complete concepts
(B) Presenting instructional information solely through bright visual displays and loud audio broadcasts simultaneously
(C) Using computer monitors with rapidly blinking displays to stimulate visual processing centers in the brain
(D) Teaching multiple distinct academic subjects at the exact same time within a single instructional period

60. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Tactile-based teaching methods are the primary mode of instruction for children with total deafblindness.
Reason (R): Tactile input compensates directly for the dual distance-receptor loss, allowing the child to perceive the world and communicate through their hands and body.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

61. In the context of tactile teaching strategies, what does "haptic perception" refer to?
(A) The auditory ability to perceive subtle differences in acoustic pitch and tone through the ear canal
(B) The visual cognitive processing involved in accurately estimating depth and distance in space
(C) The sensory ability to taste and differentiate

Downloaded from www.pdf.tube

perform, someone else must do for them

49. The "Principle of Partial Participation," heavily utilized in functional skill training for learners with severe multiple disabilities, suggests that:
(A) Students should be meaningfully involved in activities to their capability, even if not fully independent
(B) Students should only participate in inclusive classroom activities if they perform 100% of steps independently
(C) Students should be physically separated into partial ability groups for all instructional and social activities
(D) Teachers should complete the entire task for the student while the student passively observes the instruction

50. Consider the following statements about balancing functional and academic goals in special education:
I. For learners with mild specific learning disabilities, academic goals are usually the primary focus.
II. For learners with severe and profound multiple disabilities, functional life skills take absolute precedence over traditional academics.
III. Functional academics means teaching reading and math concepts directly applied to daily living (e.g., reading a bathroom sign or exchanging money).
IV. The RPwD Act 2016 strictly prohibits teaching functional skills in inclusive schools.
Which of the statements given above are correct?
(A) I, II, and III
(B) II, III, and IV
(C) I, III, and IV
(D) I, II, and IV

51. An "Ecological Inventory" is a critical tool for determining functional goals. What is the primary process involved in conducting an ecological inventory?
(A) Analyzing demands and routines of natural environments (home, school, community) where the child functions
(B) Assessing the child's fine motor precision using standardized pegboards in a clinical diagnostic setting
(C) Surveying parents and extended family members regarding their complete medical and genetic history
(D) Documenting the environmental accessibility impact of the physical infrastructure across school grounds

52. Community-Based Instruction (CBI) is highly effective for transitioning adolescents with multiple disabilities. What is the core rationale for using CBI?
(A) It completely eliminates all legal and financial liability from the school administration during off-site trips
(B) It is a purely recreational approach intended to provide special education teachers a break from classroom management
(C) It completely replaces the need for any formal communication training or individual therapy sessions in school
(D) Skills must be taught directly in actual environments because severe cognitive deficits hinder generalization

53. The "Criterion of Ultimate Functioning" proposed in special education curriculum design for severe disabilities implies that:
(A) The curriculum must guarantee that the student will eventually achieve a standardized average intelligence quotient
(B) Taught skills should directly foster maximum independence and community participation in adult life
(C) Only students diagnosed with borderline intelligence can successfully achieve ultimate functional independence
(D) Academic subjects must be continuously taught until the student passes grade 10 national board examinations

54. In the context of a Multidisciplinary Team for a child with Deafblindness, who is typically responsible for conducting functional vision and functional hearing assessments, mapping residual sensory pathways, and suggesting appropriate magnifiers or hearing amplification?
(A) The Special Educator acting as the sole primary practitioner without external medical support
(B) Clinical Psychologist responsible for psychometric testing and neurodevelopmental evaluation
(C) Ophthalmologist/Optometrist and Audiologist collaborating with an educational specialist
(D) The Speech and Language Pathologist working independently within a clinical speech therapy room

NODIA

motion before he tries it himself. This specific strategy is known as:
(A) Visual modeling and imitation
(B) Verbal chaining and prompting
(C) Negative behavioral reinforcement
(D) Hand-under-hand instruction

69. Establishing trust is the absolute prerequisite for educating a child with deafblindness. Which of the following actions is the most effective way to establish this trust initially?
(A) Consistently approaching the child from behind and physically guiding their limbs without prior warning
(B) Using a consistent identifier (like a textured bracelet) and touch cue before interaction
(C) Leaving the child completely alone in an empty room until they independently initiate social contact
(D) Communicating exclusively through rapid, loud verbal commands delivered close to the child's ears

70. When a teacher successfully uses tactile prompts (like co-active support) to teach a motor skill to a child with multiple disabilities, the ultimate goal regarding the prompt is to:
(A) Maintaining physical prompts permanently to ensure 100% accuracy during all tasks
(B) Increasing the physical pressure of the prompt until compliance is achieved
(C) Fading the prompt systematically to promote independent performance
(D) Switching immediately to a purely visual prompt regardless of sensory loss

71. Tactile sign language is a critical communication mode for many individuals who are deafblind. How is tactile sign language typically received by the deafblind person?
(A) By reading printed sign representations written clearly on a piece of paper
(B) By watching a professional sign language interpreter under specialized, extremely bright classroom lighting
(C) By feeling low-frequency sound vibrations transmitted through wooden floorboards
(D) By resting hands lightly over the signer's hands to feel movement, shape, and position

72. An "Object-Based Communication" system is frequently used for early learners with multiple disabilities. What does this system utilize as the primary medium of expressive or receptive language?
(A) Objects representing activities or places (e.g., handing a spoon to signify mealtime)
(B) Abstract line drawings and high-contrast icon graphic cards arranged on a display board
(C) Complex braille sentences transcribed onto specialized heavy cardstock
(D) Digitally synthesized dynamic speech output electronic software devices

73. In the initial stages of developing communication with a child with profound multiple disabilities, the practitioner focuses on "Co-creating meaning." This means:
(A) Forcing the child to memorize and output standard Indian Sign Language vocabulary immediately
(B) Responding consistently to natural movements so the child learns their actions affect others
(C) Ignoring all non-verbal communicative behavior until the child produces a vocalized word
(D) Reading an unabridged dictionary out loud to the child while they sleep during quiet hours

74. Tangible symbols are a vital communication tool for learners who have visual impairments combined with cognitive disabilities. Which of the following is a key characteristic of an effective tangible symbol for an early learner?
(A) It must be entirely abstract and bear no physical or tactile resemblance to the intended referent
(B) It must be a piece of the represented object (e.g., actual towel piece) for concrete association
(C) It must be a two-dimensional high-contrast photograph printed on glossy cardstock material
(D) It must be completely weightless and transparent to prevent sensory overload in the child

75. Consider the following statements regarding the communication of a child with deafblindness:
I. Receptive communication refers to how the child receives and understands messages from others (e.g., feeling a touch cue).
II. Expressive communication refers to how the child sends messages to others (e.g., pushing

Click Here to Buy book on Amazon

complex chemical compositions on the tongue surface
(D) Combining touch and movement information to recognize objects and their properties actively

62. Which of the following best describes the critical difference between "active touch" and "passive touch" in the education of a deafblind learner?
(A) Active touch is completely accidental and non-goal directed; passive touch is intentional and deliberate
(B) Active touch strictly requires intact visual guidance; passive touch operates independently of vision
(C) Active touch involves intentional exploration; passive touch is unexpected contact on skin
(D) Active touch is inherently painful to the learner; passive touch is soothing and calming to the skin

63. A special educator introduces a new textured ball to a student with multiple disabilities. As soon as the ball touches the student's hand, the student violently pulls away, cries, and rubs their hand against their pants. This reaction is indicative of:
(A) Immediate sensory mastery and understanding of the object
(B) Tactile defensiveness or sensory aversion
(C) Profound intellectual disability affecting motor response
(D) Visual processing delay in recognizing tactile input

64. For a child who is totally blind and profoundly deaf, achieving "object permanence" is heavily reliant on:
(A) Repeated visual demonstrations using brightly colored toys presented in high contrast settings
(B) Continuous auditory reinforcement using musical bells and chimes sounding from predictable directions
(C) Completely ignoring the concept in the curriculum, as it is impossible to teach without distance senses
(D) Tactile experiences, like feeling objects move, dropping them, and finding them through touch

65. Consider the following statements regarding the "Hand-Under-Hand" technique used with deafblind learners:
I. The teacher places their hands over the child's hands and forces the child's hands to manipulate an object.
II. The teacher's hands act as a platform underneath the child's hands, allowing the child to feel the teacher's movements while maintaining the freedom to pull away.
III. It builds trust because the child retains control over their tactile exploration.
Which of the above statements is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

66. Why is the "Hand-Under-Hand" technique heavily preferred by deafblind specialists over the traditional "Hand-Over-Hand" physical prompting?
(A) Hand-under-hand physically restrains the child's wrists, preventing them from making motor execution errors
(B) Hand-under-hand is legally mandated by the RCI for all disability types, whereas hand-over-hand is banned
(C) Hand-over-hand can feel intrusive, while hand-under-hand respects autonomy and exploration
(D) Hand-over-hand causes permanent structural nerve damage in young children diagnosed with hypotonia

67. The "Co-active movement" approach in teaching children with profound multiple disabilities involves:
(A) Teacher and child acting together, with the teacher supporting child's natural movements
(B) The child moving independently in the activity while the teacher verbalizes instructions from across the room
(C) Strapping the child into a mechanical device that moves their limbs automatically according to a timer
(D) Forcing the child to mimic the teacher's physical movements through visual observation alone without touch

68. A special educator is teaching a student with deafblindness how to pour water from a jug into a cup. The teacher places her hands on the jug and cup, and invites the student to gently rest his hands on top of hers to feel the pouring

NODIA

(A) Teaching the complex chronological and geopolitical history of world civilizations
(B) Strictly assessing abstract mathematical counting and numerical calculation skills
(C) Providing a tactile daily schedule to understand next events and time concepts
(D) Storing the student's personal educational supplies and clothing items securely

83. The progression of calendar systems for learners with multiple disabilities typically moves from:
(A) From single anticipation box, to part-of-day box sequences, to abstract braille schedules
(B) From abstract written words directly down to highly concrete, tangible real object representations
(C) From full monthly wall calendar displays down to simple individual object cues
(D) From digital smartphone applications down to basic physical wooden block items

84. An "Object Cue" used with a child who has deafblindness is defined as:
(A) A detailed verbal command describing the physical properties of a classroom object
(B) A visual flashcard displaying a high-contrast picture of a familiar object
(C) A psychological assessment requiring the child to verbally name familiar objects
(D) A specific object presented to convey a message or indicate an upcoming activity

85. Consider the following statements regarding the design of object cues for learners with severe multiple disabilities:
I. The object cue should be physically distinct and easy for the child to explore tactually.
II. The object cue should be meaningful to the child's specific experience of the activity, not just visually logical to the teacher.
III. The same object cue should randomly be used for multiple, unrelated activities to save space.
Which of the above statements is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

86. How do object calendar systems fundamentally support the cognitive development of "time concepts" in children with deafblindness?
(A) By requiring them to memorize and recall numbers 1 through 12 on a standard clock face
(B) By setting up continuous high-frequency auditory alarms that chime every single hour
(C) By moving items to a "finished" box, concretely showing events moving to the past
(D) By teaching theoretical physics concepts to calculate the exact speed of light

87. Orientation and Mobility (O&M) training for learners with deafblindness often requires significant adaptation from standard O&M training used for the blind. The primary reason is:
(A) Deafblind learners are legally prohibited from utilizing standard white canes in public areas
(B) Deafblind individuals do not possess the potential or need to travel independently outdoors
(C) Standard O&M instruction strictly requires the functional visual ability to read street signs
(D) Standard O&M relies on auditory cues (traffic, echoes), inaccessible to deafblind learners

88. A child with severe visual and hearing impairments is taught to keep the back of their hand lightly against a wall while walking down a school hallway to maintain a straight path and locate doors. What is this specific O&M technique called?
(A) Trailing
(B) Sighted guide
(C) Echolocation
(D) Mapping

89. "Protective techniques" in Orientation and Mobility for learners with sensory loss involve:
(A) Mandating the child wear a protective helmet and knee pads at all times during mobility training
(B) Using arm/hand positions across body to protect face/torso from obstacles while moving
(C) Relying exclusively on a sighted guide person to physically shield the individual from harm
(D) Remaining in a manual wheelchair permanently to completely avoid risk of physical falls

Downloaded from www.pdf.tube

persistent behavioral stubbornness
(D) The permanent inability to learn formal academic subjects despite possessing intact underlying intellectual capacity

36. Due to the compounding nature of their impairments, learners with multiple disabilities process information differently. Which characteristic is universally required in their instructional delivery?
(A) Rapid, overlapping presentation of multisensory instructions to stimulate cortical brain activity
(B) Exclusive reliance on high-frequency auditory cues and loud verbal prompts during instruction
(C) Immediate hand-over-hand physical prompting without waiting for the child's independent initiation
(D) Increased response latency allowing time to process input and formulate a response

37. Comprehensive assessment of a child with multiple disabilities mandates a multidisciplinary approach. Which principle is central to a truly effective multidisciplinary assessment?
(A) Each professional conducts their evaluation in complete isolation and submits separate, uncoordinated reports
(B) Viewing assessment as an ongoing process integrating medical, educational, and family input
(C) Assessment relies exclusively on standardized, norm-referenced intelligence and developmental quotient tests
(D) The special educator unilaterally overrides all diagnostic findings of medical professionals regarding sensory loss

38. A special educator assesses a 10-year-old student with severe cerebral palsy and profound hearing loss. Instead of testing the child in a clinical room, the educator observes the child in the cafeteria during lunch and in the bathroom during self-care routines to document actual performance in natural environments. What type of assessment approach is being used?
(A) Psychometric Testing
(B) Formative Academic Assessment
(C) Ecological Assessment
(D) Audiological Assessment

39. In planning educational interventions for learners with multiple disabilities, the "Transdisciplinary" model of teamwork is often preferred over the multidisciplinary model. What is the distinguishing feature of the Transdisciplinary model?
(A) Team members work strictly within their own specialized discipline without communicating or interacting
(B) Only licensed medical doctors are legally permitted to design and evaluate the child's educational goals
(C) Parents and family members are completely excluded from participating in the professional decision-making process
(D) Team members share roles and teach skills to one primary provider working with the child

NODIA

40. For a child diagnosed with multiple disabilities, what is the primary objective of a "Functional Vision Assessment" (FVA)?
(A) To assess how remaining vision is used in daily settings and determine needed adaptations
(B) To determine the exact optical lens prescription required for reading distance charts accurately
(C) To cure or surgically repair the underlying biological cause responsible for the visual impairment
(D) To legally certify and classify the official percentage of blindness required for a disability certificate

41. In the context of multiple disabilities, why is continuous, ongoing assessment heavily emphasized over one-time summative assessment?
(A) Because state education boards mandate continuous daily grade reporting to maintain special education funding
(B) Because functional performance fluctuates daily due to health, fatigue, and medication
(C) Because standard Rehabilitation Council of India guidelines strictly prohibit summative academic assessments
(D) Because administering continuous observational tests is easier than designing individualized curriculum goals

42. Standardized intelligence testing (e.g., WISC, Stanford-Binet) is generally considered inappropriate or highly limited for children with deafblindness because:
(A) The testing sessions are excessively long and induce severe physical pain and muscular

right-angled triangles in a geometry class
(C) Calculating the exact square root of large prime numbers through mental mathematics
(D) Identifying currency notes and coins to make a small purchase at a canteen

97. When adapting curriculum materials for an adolescent with severe intellectual disability and multiple disabilities, the principle of "Age-Appropriateness" dictates that:
(A) Materials should respect chronological age while adapted to developmental level
(B) Because mental age is low, they should exclusively be given toddler toys like baby rattles
(C) They must strictly utilize 10th-grade curriculum textbooks regardless of comprehension level
(D) All instructional adaptations should be completely hidden so peers do not notice them in class

98. A special educator sets up a daily "Home-School Diary" (which includes physical objects pasted onto the pages along with notes) to be sent back and forth between the classroom and the parents of a deafblind child. The primary purpose of this intervention is to:
(A) Providing formal legal documentation to defend school administration against parental lawsuits
(B) Requiring parents to perform the special educator's professional instructional duties at home
(C) Maintaining consistent routines, cues, and skill generalization across environments
(D) Tracking and auditing the exact daily financial expenditures of the child's primary family

99. "Parent Empowerment" is a critical objective when working with families of children with severe multiple disabilities. Which of the following actions best promotes parent empowerment?
(A) Training parents in communication, positioning, and feeding so they feel competent
(B) The educator making all decisions without consulting parents, acting as the sole expert authority
(C) Withholding diagnostic medical reports from parents to prevent them from worrying unnecessarily
(D) Recommending parents send the child to a residential institution immediately to relieve their burden

100. Why is maintaining consistency across the home and school environments fundamentally more critical for a learner with deafblindness than for a neurotypical learner?
(A) Because neurotypical learners are legally mandated to follow strict educational guidelines
(B) Because school inspectors exclusively evaluate home educational environments
(C) Because deafblind learners are legally required to be homeschooled by parents in rural districts
(D) Sensory and cognitive deficits limit the ability to generalize skills across environments

101. Siblings of children with profound multiple disabilities often experience unique psychological impacts. Best practices in family involvement suggest that special educators should:
(A) Ignoring siblings completely, as they are not the target recipient of IEP intervention plans
(B) Including siblings in support groups and teaching functional ways to interact with their sibling
(C) Placing the complete burden of daily care on neurotypical siblings to teach them responsibility
(D) Banning siblings permanently from entering the special education resource room during school

102. Families of children with severe multiple disabilities are at high risk for physical and emotional burnout. A systemic support service that provides temporary, short-term relief for these primary caregivers is known as:
(A) Vocational Rehabilitation
(B) Supported Employment
(C) Respite Care
(D) Mainstreaming

103. "Dynamic Assessment" is highly recommended for learners with multiple disabilities. What is the defining characteristic of dynamic assessment?
(A) Strictly measuring the child's unassisted performance during a single diagnostic testing session
(B) Testing the child's cognitive performance while they actively engage in vigorous physical exercise

Click Here to Buy book on Flipkart

(C) Relying entirely on computer-generated multiple-choice assessment tests without human interaction
(D) Using a "test-teach-retest" model to assess how the child learns when provided with prompts

104. Portfolio assessment is an effective alternative assessment method for students with multiple disabilities because it:
(A) Gathering work samples, videos, and observations over time to show progress in functional skills
(B) Providing a single numerical intelligence quotient score that is easily interpreted by school officials
(C) Relying strictly on standardized, highly structured, and timed diagnostic testing conditions in class
(D) Comparing the student directly against the established academic norms of neurotypical age-peers

105. Consider the following statements regarding alternatives to standardized testing for learners with severe multiple disabilities:
I. Observational data collected in natural settings (like the cafeteria or playground) is a highly valid form of assessment.
II. Checklists based on developmental milestones, heavily adapted for physical limitations, are commonly used.
III. Video recording is an effective tool to capture subtle, idiosyncratic communicative responses that might be missed in real-time.
Which of the above statements is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

106. When conducting an observation in a natural setting for a child with multiple disabilities, an "ABC Analysis" is frequently used to assess challenging behaviors. What does ABC stand for?
(A) Assessment, Benchmark, Criterion
(B) Antecedent, Behavior, Consequence
(C) Auditory, Blindness, Cognitive
(D) Action, Baseline, Correction

107. "Response Latency" must be heavily factored into the assessment adaptations for a learner with multiple disabilities. If an assessor does not accommodate for response latency, what is the most likely consequence?
(A) The assessor may incorrectly record a skill deficit simply because latency was not allowed
(B) The child will score an artificially inflated intelligence quotient on standardized scales
(C) The child will immediately initiate a severe physical tantrum due to sensory overload
(D) The evaluation results will automatically convert into a standardized norm-referenced profile

108. In assessing students with severe educational needs, "Criterion-Referenced" testing is vastly preferred over "Norm-Referenced" testing because:
(A) Norm-referenced tests are strictly classified as illegal testing instruments under the RPwD Act 2016
(B) Criterion-referenced tests are solely visual and require zero physical or motor responses from students
(C) Measuring mastery of individualized functional skills rather than comparing to a general average
(D) Norm-referenced tests present tasks that are far too simple and easy for students with severe disabilities

109. Augmentative and Alternative Communication (AAC) systems are critical for learners with multiple disabilities. Which of the following is the most accurate definition of AAC in this context?
(A) Surgical medical interventions designed to permanently restore organic vocal cord functionality
(B) Instructional methods focused on teaching non-verbal children to speak fluent English exclusively
(C) Structured educational methods of teaching beginning reading through systematic phonetic awareness
(D) Systems or methods that supplement or replace natural speech/writing for daily communication

110. Consider the following factors when selecting an assistive device (like an AAC device) for a child with multiple disabilities (e.g., CP and Visual Impairment):
I. The child's sensory capabilities (e.g., requiring tactile or high-contrast auditory

NODIA

output).
II. The child's motor capabilities (e.g., ability to isolate a finger to point, or needing a specialized switch).
III. The cognitive load required to understand the symbols or vocabulary used on the device.
IV. The cost and durability of the device in natural environments.
Which of the factors given above are critical in the selection process?
(A) I, II, and III
(B) II, III, and IV
(C) I, III, and IV
(D) I, II, III, and IV

111. In the categorization of AAC, a "Low-Tech" communication system for a learner with multiple disabilities would most likely be:
(A) An iPad application featuring high-resolution dynamic displays and digitized voice output
(B) A board with high-contrast tangible objects or textured symbols attached with Velcro
(C) A custom-built infrared eye-gaze tracking computer system mounted on a wheelchair frame
(D) A surgically implanted multi-channel cochlear acoustic processor device

112. A student with profound athetoid cerebral palsy lacks the fine motor control to touch specific buttons on a communication device or a computer keyboard. However, they have controlled movement of their head. Which assistive technology adaptation is most appropriate?
(A) A heavy mechanical Braille typewriter for manual text input
(B) A standard computer optical mouse held firmly in hand
(C) A specially weighted pen designed for improving manual handwriting precision
(D) Head-operated single or dual switches combined with scanning software

113. For a teenager who is totally deafblind, standard auditory fire alarms or visual flashing emergency lights are entirely ineffective. Which specific assistive device must be implemented to ensure their safety in an inclusive school environment?
(A) A vibrating pager or body-worn tactile alarm system
(B) An extremely loud auditory siren installed in the room
(C) A larger, brighter high-intensity strobe light fixture
(D) A professionally trained hearing guide dog provided to assist

114. In India, which National Institute under the Ministry of Social Justice and Empowerment is specifically designated as the apex body for empowering persons with Multiple Disabilities?
(A) NIMHANS (Bengaluru)
(B) AYJNIHH (Mumbai)
(C) NIEPMD (Chennai)
(D) NIVH (Dehradun)

NQDIA

115. Consider the following statements regarding the mandate of NIEPMD (National Institute for Empowerment of Persons with Multiple Disabilities):
I. It is responsible for human resource development, including developing RCI-approved training courses in multiple disabilities and deafblindness.
II. It exclusively serves the adult population and does not provide early intervention services.
III. It conducts research and develops models of care, intervention, and assistive devices specifically for individuals with multiple disabilities.
Which of the above statements is/are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II, and III

116. The Rehabilitation Council of India (RCI) regulates professional training in special education. To legally practice as a recognized special educator for children with deafblindness in India, a professional must possess:
(A) A standard Bachelor of Education (B.Ed.) degree in General Secondary Education from a university
(B) A medical degree in clinical pediatrics or pediatric neurology from a recognized medical council
(C) A short-term training certificate from a local non-governmental organization without government approval
(D) An RCI-approved qualification in Multiple Disabilities/Deafblindness and a valid CRR number

117. Under the Samagra Shiksha Abhiyan framework, specialized support for children with severe

16. (D) Rubella (German Measles)
Maternal infection with the rubella virus during the first trimester of pregnancy is a well-established cause of Congenital Rubella Syndrome. This prenatal viral condition frequently results in multiple congenital anomalies, including severe sensorineural hearing loss, cataracts, cardiac defects, and intellectual disabilities, making it a major historical cause of congenital deafblindness and complex developmental impairments.

17. (A) Hypoxic-ischemic encephalopathy (perinatal oxygen deprivation)
Hypoxic-ischemic encephalopathy occurs when brain tissues experience severe oxygen deprivation during the perinatal period. This critical medical event damages brain structures, frequently leading to complex neurological conditions including cerebral palsy, intellectual disability, visual processing disorders, and epilepsy. The resulting brain injury causes concomitant motor, cognitive, and sensory impairments that require lifelong multidisciplinary management.

18. (C) CHARGE Syndrome
CHARGE syndrome is a distinct genetic condition recognized as a leading cause of congenital deafblindness. The acronym highlights key clinical features: coloboma, heart defects, choanal atresia, growth retardation, genital abnormalities, and ear anomalies leading to hearing loss. Children with CHARGE syndrome present complex medical, sensory, and developmental profiles requiring comprehensive, multidisciplinary intervention strategies.

19. (A) Meningitis
Meningitis is a severe postnatal bacterial or viral infection that causes inflammation of the protective membranes covering the brain and spinal cord. Central nervous system damage from childhood meningitis can lead to acquired multiple disabilities, including profound sensorineural hearing loss, cortical visual impairment, cognitive deficits, and motor control impairments requiring extensive rehabilitation and specialized education.

20. (A) I and II
Genetic conditions like Usher syndrome typically cause progressive vision loss alongside congenital hearing impairment, while prematurity and low birth weight represent major perinatal risk factors for multiple developmental disabilities. Congenital conditions are present from birth rather than acquired later, and TORCH infections represent intrauterine prenatal exposures rather than postnatal hazards causing learning disabilities.

21. (B) Depriving the child of distance cues needed to anticipate interactions, making them feel sudden
Dual sensory loss eliminates visual and auditory cues that typically inform a child about approaching people or changing environmental conditions. Without distance perception, unexpected physical contact can startle the child and cause anxiety. Early intervention focuses on establishing predictable tactile cues and clear routines, allowing the learner to feel safe, anticipate interactions, and develop receptive communication.

22. (C) Body stiffening, vocalizations, or breathing changes in response to events
Pre-linguistic communication consists of non-symbolic, non-verbal behaviors that convey internal states, needs, or emotional responses before formal language develops. In children with severe multiple disabilities, pre-linguistic expression includes altered breathing patterns, muscle tension adjustments, vocal tones, and postural shifts. Attentive caregivers interpret these subtle physiological signals to establish meaningful early communicative exchanges.

23. (D) Child-unique behaviors and signals that are understood primarily by familiar caregivers
Idiosyncratic communication refers to highly individualized, non-standard signals developed by a child to express needs, feelings, or preferences. These cues may include specific body movements, gestures, or vocal tones that lack conventional symbolic meaning. Because these behaviors are unique to the learner, they are typically recognized and correctly interpreted only by close family members and primary educators.

24. (A) The behavior serves an expressive communication function, such as signaling frustration or sensory needs
Challenging behaviors in learners with severe communication and sensory impairments are best understood as functional attempts to express unmet needs, frustration, or sensory overload. Throwing objects often indicates a

Downloaded from www.pdf.tube

community settings
(B) Standardized written vocational aptitude tests downloaded directly from general internet sources
(C) Formally testing advanced mathematical ability required to independently manage corporate bank accounts
(D) Evaluating physical measurements such as height, weight, and general body mass index of the student

124. According to best practices in special education, at what educational stage should the formal process of "Transition Planning" (preparing for adulthood, vocational options, and independent living) actively begin for a student with multiple disabilities?
(A) Only after the student officially graduates or ages out of the public school system upon reaching age 18
(B) During the early childhood preschool phase, well before the child reaches five years of age
(C) Initiated during early adolescence (around age 14) and formally integrated into the IEP
(D) Only if the parents specifically submit a formal request in writing to school administrators

125. An Individualized Transition Plan (ITP) for a student with profound multiple disabilities must address outcomes beyond just vocational goals. Which of the following is an equally critical component of the ITP for this population?
(A) Securing a full university scholarship for admission into a competitive doctoral degree program
(B) Guaranteeing that the student successfully obtains an unrestricted official driver's license
(C) Ensuring the student can perform complex, highly technical classical dance routines on stage
(D) Planning for supported living, community recreation, self-care routines, and legal guardianship

126. "Self-determination" is a guiding principle in transition planning, even for individuals with severe cognitive and multiple disabilities. How can a special educator foster self-determination in such a student?
(A) By making every single educational decision for the student because it saves instructional time
(B) By assuming the student lacks underlying preferences and cannot express personal choices
(C) Teaching the student to make choices (e.g., using object cues) and ensuring choices are respected
(D) By allowing the student to do whatever they want all day without structured guidance or goals

NODIA

127. Under legal frameworks in India, families of adults with severe multiple disabilities (including severe ID, CP, and Autism) who require continuous support in decision-making can seek legal guardianship provisions through:
(A) The Consumer Protection Act
(B) The National Trust Act, 1999
(C) The Right to Information Act, 2005
(D) The Indian Contract Act, 1872

128. An 18-year-old student with severe visual impairment and moderate intellectual disability has an IEP goal: "Given tactile prompts and adapted utensils, the student will independently feed himself a full meal." This goal falls under which critical domain of transition planning?
(A) Academic Readiness and Classroom Intellectual Functioning
(B) Open Vocational Employment Skill Training
(C) Community Travel and Orientation Mobility
(D) Independent Living Skills and Personal Management

129. When considering the inclusive placement of a child with profound deafblindness in a mainstream classroom, which of the following represents the most significant systemic barrier?
(A) Lack of specialized teacher training in tactile communication and severe disability pedagogy
(B) The child's inherent lack of interest or desire to make social connections with classmates
(C) The fact that deafblind children are legally barred from mainstream schools under the RTE Act
(D) The excessive, overwhelming availability of specialized sensory equipment in every general classroom

130. Inclusive placement for children with multiple disabilities is most successful when the school adopts a "Continuum of Services" model. This means:
(A) The child is forced into a general education

ANSWERS

1. (A) More than one of the specified disabilities, including deafblindness, which causes severe educational needs
Under the Rights of Persons with Disabilities Act 2016, multiple disabilities are officially defined in the schedule as the presence of more than one specified disability. This official definition explicitly includes deafblindness, recognizing that combined visual and hearing impairments create profound educational, communication, and developmental challenges requiring specialized, comprehensive instructional accommodations and tailored intervention strategies.

2. (C) The person must possess two or more of the 21 specified disabilities listed in the Act
Certification under the multiple disabilities category requires that an individual possess at least two distinct conditions selected from the 21 specified disabilities listed in the schedule of the RPwD Act 2016. The legal framework necessitates official medical assessment confirming that the simultaneous presence of these conditions meets the criteria defined for benchmark multi-category disability status.

3. (A) Deafblindness is explicitly mentioned as an inclusion within the definition of Multiple Disabilities
The RPwD Act 2016 uniquely addresses deafblindness by explicitly including it within the statutory definition of multiple disabilities in its schedule. Rather than treating dual sensory loss as an isolated impairment category, the legislation acknowledges its complex nature, ensuring that individuals receive targeted rights, specialized accommodations, and comprehensive administrative support services.

4. (D) A medical board comprising specialists corresponding to the individual's specific disabilities
Assessing a child with multiple disabilities for official certification and Unique Disability ID generation legally requires evaluation by a multidisciplinary medical board. This panel must include qualified medical specialists corresponding to each specific impairment exhibited by the individual, ensuring an accurate, comprehensive evaluation of combined functional limitations rather than relying on a single medical practitioner.

5. (B) II and III only
Multiple disabilities are legally and educationally recognized as producing a synergistic, compounding impact rather than a simple additive effect of independent impairments. Consequently, effective intervention requires a unified, multidisciplinary plan that simultaneously addresses combined functional barriers. Isolated single-disability treatments fail to accommodate the complex interactive needs presented by individuals who experience multiple concomitant impairments.

6. (C) A combined hearing and visual impairment, causing such severe communication and educational needs that they cannot be accommodated in special education programs solely for children with deafness or blindness
Deafblindness is recognized as a unique, combined vision and hearing impairment that severely limits communication, environmental perception, and learning capabilities. Because distance senses are simultaneously compromised, educational needs cannot be met through standard programs designed exclusively for blind or deaf individuals, necessitating specialized tactile-based instructional approaches, unique communication systems, and tailored environmental supports.

7. (D) The individual cannot use one distance sense to fully compensate for the loss of the other
Hearing and vision represent the body's primary distance senses used for gathering environmental information. When an individual has a single sensory impairment, the remaining distance sense naturally compensates for information gathering. Deafblindness is a distinct condition because dual sensory loss prevents either distance sense from compensating, making learning and communication fundamentally dependent on tactile, proximate sensory input.

Click Here to Buy book on Amazon

classroom order

137. "Collaborative Teaming" is a cornerstone of best practice. For a child with deafblindness, the most effective collaborative team must view which group as the ultimate experts on the individual child?
(A) The state government educational administrators
(B) The child's parents and primary family members
(C) The medical doctors and surgeons
(D) The academic researchers from national institutes

138. Ongoing professional development is critical for special educators working with multiple disabilities because:
(A) Special educators are legally required to renew their medical licenses with government boards annually
(B) The heterogeneous population requires specialized, evolving techniques not fully covered in basic B.Ed.
(C) Special educators must learn to independently perform corrective sensory surgeries on students
(D) Standard public school curricula change on a daily basis and require constant factual memorization

139. Data-driven decision making is a recommended best practice. In the context of a severe communication goal for a deafblind learner, what does this practice look like?
(A) Tallying touch cue initiations daily to determine objectively if teaching strategies are working
(B) The teacher subjectively guesses how much progress the child has made at the end of the school year
(C) The teacher records only positive data proving intervention success and discards negative results
(D) Relying solely on standardized state board academic examination results to measure overall growth

140. Consider the following statements regarding the holistic development focus in best practices for multiple disabilities:
I. Motor development heavily influences cognitive development, and vice-versa.
II. Medical needs (like managing seizures or tube feeding) must be integrated into the educational day safely and seamlessly.
III. Social-emotional development is irrelevant for individuals with profound cognitive impairments.
IV. High expectations, appropriately scaled to the individual's baseline, drive better educational outcomes than custodial "care-taking" mentalities.
Which of the statements given above represent current evidence-based best practices?
(A) I, II, and III
(B) I, II, and IV
(C) II, III, and IV
(D) I, III, and IV

****

NODIA

multiple disabilities enrolled in inclusive setups is primarily mobilized through:
(A) Sending all identified children out of state to national specialized disability research institutes
(B) Block-level resource rooms with therapeutic materials, staffed by resource special educators
(C) Removing children from school registries and placing them in residential medical facilities permanently
(D) Expecting general education teachers to independently procure all necessary specialized equipment and training

118. A special educator identifies a 2-year-old child in a rural district exhibiting signs of simultaneous hearing and visual loss, along with severe motor delays. Following best practices and current policy frameworks, what is the most appropriate and immediate referral the educator should make?
(A) Wait until the child turns six years old before enrolling them in formal inclusive primary schooling
(B) Suggest that parents keep the child hidden at home to protect the family from local social stigma
(C) Refer the family to the District Early Intervention Centre (DEIC) under RBSK for early intervention
(D) Refer the child directly to a standard primary school without providing any special support services

119. NIEPMD periodically conducts short-term CRE (Continuing Rehabilitation Education) programs. What is the primary purpose of these programs for special educators?
(A) To provide basic adult literacy and numeracy training to uneducated community members
(B) To directly distribute government financial pensions to eligible persons with severe disabilities
(C) To train technical professionals in completely unrelated fields like agricultural engineering technology
(D) Updating professionals' knowledge on evidence-based practices, technology, and legal updates

120. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Sheltered workshops are the only viable vocational option for all young adults with Multiple Disabilities.
Reason (R): Severe cognitive and sensory impairments fundamentally and permanently preclude individuals with multiple disabilities from ever participating in supported or open employment in the community.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

121. In vocational rehabilitation for an individual with severe multiple disabilities, "Job Carving" refers to:
(A) Training the individual comprehensively in carpentry, woodworking, and furniture construction skills
(B) Analyzing a job and extracting specific tasks for the individual, creating a tailored description
(C) Terminating neurotypical employees to specifically create vacant positions for workers with disabilities
(D) Forcing the individual to adapt to all physical demands of a complex job without any job modifications

122. "Supported Employment" is a highly recommended model for integrating adults with multiple disabilities into the workforce. A key feature of supported employment is the utilization of a:
(A) A permanent police escort assigned to ensure the individual safely travels to and from work daily
(B) A Job Coach providing intensive, on-the-job training and ongoing support directly at the worksite
(C) A segregated room within the facility where the individual works isolated from neurotypical peers
(D) A licensed medical doctor who remains continuously present on-site during all shift working hours

123. Vocational assessment for a student with severe deafblindness transitioning to adulthood must heavily rely on:
(A) Situational assessments, observing performance on real or simulated tasks in

Downloaded from www.pdf.tube

8. (A) Usher Syndrome
Usher Syndrome is a genetic condition characterized by congenital sensorineural hearing loss combined with progressive visual impairment caused by retinitis pigmentosa. Initial visual symptoms typically manifest as night blindness and gradual constriction of peripheral vision during adolescence. The sequential progression from congenital deafness to emerging vision loss causes mobility anxiety and necessitates adapted communication strategies.

9. (B) It considers the functional impact of combined sensory loss on learning, even if residual vision or hearing exists
The educational definition of deafblindness expands beyond clinical threshold measurements of visual acuity and decibel loss to evaluate how dual sensory limitations affect functional learning. Even when residual vision or hearing is present, their simultaneous impairment restricts environmental access and communication, requiring specialized pedagogical adaptations, tactile methodologies, and individualized accommodations within educational environments.

10. (A) Both A and R are true and R is the correct explanation of A
Standard teaching strategies for single sensory losses rely heavily on using the intact distance sense as a primary learning channel. In deafblindness, concurrent impairment of vision and hearing eliminates this compensatory mechanism. Effective instruction cannot simply combine separate deaf and blind methodologies; it requires distinct, specialized tactile strategies that establish meaningful environmental connection and communication.

11. (A) Intellectual Disability and Cerebral Palsy
Intellectual disability combined with cerebral palsy represents one of the most common multiple disability profiles observed in special education settings across India. Cerebral palsy affects motor control and posture, while co-occurring intellectual impairment impacts cognitive processing. This combination requires integrated educational planning that combines physical therapy, postural accommodations, modified instructional pacing, and functional communication supports.

12. (C) Synergistic, meaning the disabilities interact to create complex needs greater than the sum of individual impairments
Concomitant impairments generate synergistic educational needs because cognitive deficits and sensory losses continuously interact, altering how an individual perceives and processes information. The combined challenge is significantly greater than adding the separate effects of each condition, requiring special educators to design integrated, holistic instructional strategies rather than treating each impairment through isolated, uncoordinated educational interventions.

13. (D) Establishing a baseline for communication and mobility accommodations during holistic planning
Identifying a primary disability during multidisciplinary assessment helps professionals establish a foundational baseline for designing immediate communication systems and mobility accommodations. Recognizing how primary motor or sensory deficits interact with secondary impairments enables educators to structure accessible learning environments, select appropriate assistive technology, and prioritize functional goals within a holistic Individualized Education Programme.

14. (C) Concomitant impairments
The term concomitant impairments describes simultaneous conditions whose combination causes such severe educational and functional needs that specialized accommodations are required. In special education literature and policy frameworks, this term emphasizes the interactive, compounding nature of co-occurring disabilities, distinguishing them from separate, unrelated health conditions that do not significantly impact primary learning modalities.

15. (B) II and III only
Learners with multiple disabilities exhibit immense individual variability due to differences in cognitive impairment severity, environmental stimulation, and early intervention access. Even when children share identical diagnostic labels, their functional capabilities and educational needs vary significantly. Pacing of skill acquisition depends heavily on cognitive processing capacity and the quality of surrounding developmental and environmental opportunities.

NODIA

classroom without receiving any special supports
(B) The child is permanently placed in a separate special school regardless of their potential
(C) Providing flexible placements, from inclusion to resource rooms, based on individual needs
(D) The child attends mainstream school only one day per month for social observation purposes

131. Peer sensitization is a crucial strategy for the successful inclusion of a student with severe physical and sensory multiple disabilities. An effective peer sensitization program involves:
(A) Facilitating guided interactions and teaching peers tactile cues or communication boards
(B) Forcing peers to assist in completing the special educator's official assessment reports
(C) Openly discussing the student's medical prognosis and life expectancy with the entire class
(D) Banning peers from talking to the student to protect the student from potential bullying

132. How does the Universal Design for Learning (UDL) framework inherently support learners with multiple disabilities in an inclusive classroom?
(A) By providing only one uniform method of teaching that all students must adapt to equally
(B) By mandating the physical removal of all students with severe disabilities from mainstream spaces
(C) By significantly lowering the academic achievement standards across the board for the entire class
(D) Proactively designing curriculum with multiple means of representation, expression, and engagement

133. Attitudinal barriers remain a major challenge in inclusive education. Which of the following reflects a negative attitudinal barrier towards a child with severe multiple disabilities?
(A) The school principal arranging a wheelchair ramp and accessible toilet facility for the child
(B) A teacher believing a non-speaking, non-seeing child cannot learn and is merely custodial
(C) The special educator creating customized, adapted multisensory learning materials for lessons
(D) Classroom peers inviting the child to sit with them at the same table during lunch breaks

134. A major challenge in implementing the Samagra Shiksha inclusive model for multiple disabilities in rural areas is the "Itinerant Teacher" model limitation. What is the primary limitation?
(A) Itinerant teachers are generally not certified or recognized by the Rehabilitation Council of India
(B) Itinerant teachers are legally permitted to teach only children diagnosed with locomotor disabilities
(C) Because itinerant teachers cover many schools, visits may be weekly, limiting intensive daily input
(D) The itinerant special education delivery model is explicitly banned by the provisions of the RPwD Act

135. Consider the following statements regarding evidence-based best practices for learners with multiple disabilities/deafblindness:
I. Interventions must strictly be uni-sensory to avoid confusing the learner.
II. Communication intervention should be deeply embedded in natural, daily routines rather than taught in isolated therapy sessions.
III. Behaviors perceived as challenging are usually forms of communication and should be analyzed through functional behavioral assessment.
Which of the above statements is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

136. Positive Behavior Support (PBS) is considered a best practice for managing challenging behaviors in children with multiple disabilities. The core philosophy of PBS is:
(A) Identifying behavioral intent and teaching a socially acceptable alternative skill for that purpose
(B) Using harsh physical punishment and isolation to rapidly extinguish dangerous student behaviors
(C) Ignoring all challenging behaviors completely until the child stops out of sheer physical exhaustion
(D) Medically sedating the child during instructional school hours to maintain

Click Here to Buy book on Flipkart

lack of conventional expressive tools. Special educators analyze the environmental function of the behavior to teach alternative, socially appropriate communication methods that replace the problem behavior.

25. (A) I and II only
Individuals with deafblindness rely on proximate senses like touch, taste, and smell to explore their surroundings and interact with communication partners. Without targeted, tactile-rich instructional interventions, communication development often stalls at pre-intentional stages. Processing complex multisensory information actually requires extended time rather than accelerated speed due to the absence of integrated distance sensory input.

26. (B) Difficulties with balance, spatial orientation, and movement tolerance
The vestibular system, located in the inner ear, processes information regarding movement, head position, and spatial orientation. Vestibular dysfunction in children with multiple disabilities leads to poor balance, unstable posture, spatial insecurity, and abnormal tolerance to movement. Addressing these challenges requires specialized occupational therapy, adaptive positioning, and carefully structured physical activities to enhance spatial awareness.

27. (A) Reduced or low muscle tone causing a "floppy" appearance and poor postural control
Hypotonia refers to an abnormal decrease in resting muscle tone, producing a characteristic limp or floppy physical appearance. Children with hypotonia experience significant weakness, compromised postural control, joint hypermobility, and delayed motor milestone development. Special education settings implement adaptive seating, physical therapy, and targeted positioning strategies to support stability and facilitate active participation in learning.

28. (C) Eye-pressing, a self-stimulatory behavior producing visual sensations (phosphenes)
Eye-pressing is a recognized self-stimulatory behavior observed in individuals with severe visual impairment or congenital blindness. Mechanically stimulating the retina through physical pressure generates visual sensations known as phosphenes. While providing internal sensory input, frequent eye-pressing can cause structural ocular damage, requiring educators to introduce functional, safe tactile alternatives and positive behavioral supports.

29. (D) By restricting active movement, depriving the brain of sensory feedback on body position
Proprioceptive feedback depends on sensory receptors in muscles, tendons, and joints that transmit movement and positioning information to the brain. Severe physical and cognitive impairments often restrict active physical exploration, depriving the central nervous system of necessary sensory input. Reduced movement opportunities impair motor planning, body awareness, and spatial coordination, necessitating guided motor interventions.

30. (A) Both A and R are true and R is the correct explanation of A
Congenital deafblindness severely delays gross motor development, including crawling and independent walking. Vision and hearing provide essential environmental motivation for movement by revealing distant targets. Deprived of distance sensory input, learners lack natural incentives to explore surrounding space, experiencing spatial insecurity that significantly postpones independent mobility unless systematic tactile encouragement and orientation training are provided.

31. (B) Tactile defensiveness (pulling away or showing distress)
Tactile defensiveness is a sensory processing aversion where touching or being touched causes extreme discomfort, distress, or protective withdrawal. Unexpected physical contact without prior warning frequently triggers defensive reactions in children with multiple disabilities. Educators minimize tactile defensiveness by offering consistent approach cues, utilizing hand-under-hand guidance, and allowing learners control over touch interactions.

32. (D) Learning occurring naturally by observing and listening to the surrounding environment
Incidental learning refers to the indirect acquisition of knowledge, concepts, and social behaviors through continuous observation and listening in daily environments. Children with combined sensory and cognitive impairments miss surrounding visual and auditory events, severely restricting incidental learning opportunities. Consequently, educational progress requires

Downloaded from www.pdf.tube

101. (B) Including siblings in support groups and teaching functional ways to interact with their sibling
Siblings of children with profound disabilities experience unique emotional and social needs. Best practices involve offering sibling support groups and teaching practical, positive interaction strategies. Involving siblings constructively fosters healthy family dynamics, reduces feelings of isolation, enhances sibling relationships, and provides neurotypical brothers and sisters with meaningful, supportive roles in family life.

102. (C) Respite Care
Respite care provides short-term, temporary relief for primary caregivers of individuals with severe disabilities. By offering professional temporary caregiving support, respite services alleviate physical fatigue and emotional burnout, preserve family stability, and support overall caregiver well-being, ensuring families can sustain high-quality, long-term home care for children with complex medical and educational needs.

103. (D) Using a "test-teach-retest" model to assess how the child learns when provided with prompts
Dynamic assessment utilizes a test-teach-retest framework to evaluate a learner's learning potential and responsiveness to instruction. Rather than measuring unassisted baseline performance alone, the assessor provides structured prompts and mediating strategies during testing. This method reveals learning rate, cognitive modifiability, and specific support strategies required to facilitate skill acquisition.

104. (A) Gathering work samples, videos, and observations over time to show progress in functional skills
Portfolio assessment is an alternative evaluation strategy that compiles work samples, video records, task analysis checklists, and observational data across time. For students with multiple disabilities, portfolios capture subtle functional progress within natural settings, offering a holistic, authentic representation of skill acquisition that standardized psychometric testing cannot measure accurately.

105. (D) I, II, and III
Evaluating learners with severe multiple disabilities requires flexible, non-standardized assessment methods. Systematic observations in natural environments, developmental checklists adapted for motor limitations, and video documentation capture authentic performance and subtle communicative behaviors. These alternative assessment strategies provide reliable qualitative data essential for formulating targeted, functional Individualized Education Programmes.

106. (B) Antecedent, Behavior, Consequence
ABC Analysis is a observational tool used in functional behavioral assessment. It documents Antecedents (events preceding a behavior), the observable Behavior itself, and Consequences (events following the behavior). Analyzing these sequential components reveals the environmental triggers and reinforcing outcomes maintaining challenging behaviors, informing targeted positive behavioral support plans.

NODIA

107. (A) The assessor may incorrectly record a skill deficit simply because latency was not allowed
Response latency refers to the time delay between presenting an instructional cue and a learner's initiated response. Neurological, sensory, and motor impairments significantly increase processing latency in learners with multiple disabilities. Failing to allow sufficient response latency risks misinterpreting slow processing as a skill deficit, leading to inaccurate diagnostic conclusions.

108. (C) Measuring mastery of individualized functional skills rather than comparing to a general average
Criterion-referenced testing measures an individual's mastery of specific, predefined functional skills relative to an established standard, rather than comparing performance against normative peer averages. This approach provides meaningful diagnostic data for learners with severe disabilities, identifying specific skill baselines and guiding individualized curriculum adjustments focused on practical life skills.

109. (D) Systems or methods that supplement or replace natural speech/writing for daily communication
Augmentative and Alternative Communication encompasses methods, techniques, and devices that supplement limited speech or replace non-functional verbal communication. AAC options range from un-aided modes like gestures and tactile sign language to aided tools including communication boards and electronic speech-

41. (B) Because functional performance fluctuates daily due to health, fatigue, and medication
Functional capabilities in children with severe multiple disabilities fluctuate significantly due to changing health conditions, seizure activity, fatigue, and medication adjustments. Single-instance summative evaluations fail to capture overall abilities accurately. Continuous, ongoing observational assessment across setting and time provides a reliable representation of progress, allowing educators to adjust instructional strategies dynamically.

42. (B) They rely on intact sensory and verbal skills, penalizing sensory loss rather than testing cognition
Standardized psychometric intelligence tests rely heavily on visual perception, speech comprehension, and rapid motor execution. Administering these tests to individuals with dual sensory impairments penalizes sensory and motor limitations rather than accurately evaluating cognitive potential. Standardized scores yield invalid assessments, underscoring the necessity of functional, non-standardized, and dynamic evaluation methodologies.

43. (A) Prioritizing individualized life skills and communication goals over purely academic benchmarks
Individualized Education Programmes for students with severe multiple disabilities must prioritize practical life skills, functional communication, mobility, and personal autonomy over standard academic milestones. Curriculum targets focus on functional tasks that enhance quality of life, environmental control, and personal independence, ensuring educational goals remain directly meaningful and relevant to the learner's operational capabilities.

44. (C) General teacher, Special educator, Parents, and relevant Therapists
Formulating a comprehensive IEP for a student with multiple disabilities requires collaborative input from an interdisciplinary team. Essential team members include general education teachers, special educators, parents, and allied health professionals such as speech, occupational, and physical therapists. Collaborative goal setting ensures that therapeutic objectives integrate seamlessly into daily educational routines and home environments.

45. (B) II and III only
Person-Centered Planning emphasizes an individual's unique strengths, personal preferences, and future vision, placing the learner and family at the center of educational decision-making. Rather than focusing primarily on medical deficits, this approach builds support networks within community environments, enhancing inclusion, personal autonomy, and quality of life through individualized, values-driven goal setting.

46. (C) The goal is developmentally appropriate, starting directly from the child's baseline skills
Designing IEP goals aligned with current functioning ensures that educational objectives build directly upon measured baseline performance. Pushing rigid age-grade standards or abstract developmental scales can lead to frustration and failure. Grounding targets in verified current skill levels allows educators to plan realistic, achievable steps that promote continuous developmental progress and functional independence.

47. (B) Convene to review and adjust IEP goals based on the child's changed medical and functional status
When a student experiences significant health changes, such as increased seizure frequency or functional regression, the IEP team must convene promptly to re-evaluate current goals. Educational objectives, therapeutic strategies, and safety protocols must be adapted to reflect the child's altered health status, ensuring continued educational appropriateness, physical well-being, and realistic performance expectations.

48. (D) Everyday skills that, if the student cannot perform, someone else must do for them
Functional skills encompass essential daily living activities, personal care routines, communication strategies, and safety skills required for practical independent functioning. In special education, a task is considered functional if its non-performance necessitates assistance from another person. Mastering functional skills enhances personal autonomy and reduces physical dependency across home, school, and community settings.

Click Here to Buy book on Amazon

learner to feel movements, control participation, and withdraw if distressed. Hand-under-hand instruction builds interpersonal trust, preserves learner autonomy, and encourages self-directed tactile exploration.

66. (C) Hand-over-hand can feel intrusive, while hand-under-hand respects autonomy and exploration
Hand-over-hand prompting involves physically controlling a learner's hands, which can feel intrusive, alarming, and passive. Special educators prefer hand-under-hand guidance because it positions the instructor's hands as a supportive platform. This allows deafblind learners to freely explore movements, retain personal control, feel safe, and actively participate in instructional tasks without feeling physically dominated.

67. (A) Teacher and child acting together, with the teacher supporting child's natural movements
Co-active movement involves the instructor and learner performing motor actions together in a synchronized, supportive manner. The educator supports the child's natural physical movements using gentle tactile contact, facilitating fluid motor execution and body awareness. Co-active movement establishes foundational motor patterns, builds relational trust, and prepares the child for independent execution of functional tasks.

68. (D) Hand-under-hand instruction
Placing hands underneath the student's hands while performing a task allows the child to perceive motor actions and object interactions without feeling controlled. This hand-under-hand strategy offers a safe, non-intrusive tactile demonstration, giving the student complete freedom to follow physical movements or pull away, fostering trust and self-directed sensory exploration.

69. (B) Using a consistent identifier (like a textured bracelet) and touch cue before interaction
Building relational trust with a deafblind student requires clear, predictable communication before initiating physical contact. Using a unique personal identifier, such as a specialized wristband, combined with a consistent touch cue allows the student to recognize the educator. Predictable touch cues eliminate startling surprises, creating a sense of safety and mutual trust.

70. (C) Fading the prompt systematically to promote independent performance
Utilizing tactile prompts during skill instruction requires a systematic prompt-fading plan. Gradually reducing physical support—moving from full co-active assistance to lighter tactile guidance—encourages the learner to execute motor tasks independently. Fading prompts prevents prompt dependency, reinforces motor learning, and promotes ultimate functional autonomy across daily instructional routines.

71. (D) By resting hands lightly over the signer's hands to feel movement, shape, and position
Tactile sign language involves the deafblind individual placing their hands lightly over the signer's hands to perceive manual signs. Communication is received through touch, processing hand movements, shapes, locations, and structural rhythm. This adapted linguistic modality enables proficient communication for individuals whose dual sensory loss prevents visual sign language reception.

72. (A) Objects representing activities or places (e.g., handing a spoon to signify mealtime)
Object-Based Communication utilizes real, concrete items to represent upcoming activities, locations, or choices. Handing a spoon to indicate mealtime or a cup to signify drinking establishes clear symbolic connections for early learners with complex disabilities. Concrete object representations bridge the gap toward formal symbolic communication systems and enhance environmental predictability.

73. (B) Responding consistently to natural movements so the child learns their actions affect others
Co-creating meaning involves establishing communicative intent by assigning consistent social value to a child's natural movements, sounds, or body posture shifts. When educators respond predictably to pre-intentional behaviors, the learner discovers that bodily actions produce environmental consequences, laying the foundation for intentional expressive communication and interactive social exchanges.

74. (B) It must be a piece of the represented object (e.g., actual towel piece) for concrete association
Tangible symbols serve as concrete communication representations for learners with combined cognitive and sensory impairments.

NODIA

57. (B) A specialist teaching strategies to the educator or parent to implement during daily routines
Role release is a key process within transdisciplinary teaming where discipline-specific specialists train primary interventionists, such as special educators or parents, to execute therapy techniques during regular routines. By sharing specialized knowledge across professional boundaries, team members ensure that therapeutic support is embedded continuously into daily activities rather than restricted to brief therapy sessions.

58. (B) Aligning intervention with functional priorities, integrating fine motor goals into eating routines
Best practices in multiple disability intervention prioritize embedding therapeutic motor goals into authentic functional activities. Rather than practicing isolated motor tasks on clinical pegboards, integrating fine motor targets into mealtime routines using adapted utensils makes skill development contextually meaningful, promotes functional independence, and optimizes instructional time during daily school activities.

59. (A) Using residual and proximate senses (touch, smell, movement) to convey complete concepts
Multisensory instruction for combined sensory loss utilizes tactile, proprioceptive, kinesthetic, olfactory, and residual visual or auditory channels to present information. Engaging proximate senses compensates for distance sense deficits, helping learners construct accurate concepts. Systematic multisensory input provides redundant information pathways, enhancing environmental processing, skill acquisition, and concept development.

60. (A) Both A and R are true and R is the correct explanation of A
Tactile-based instruction is essential for children with total deafblindness because dual distance-receptor loss prevents visual and auditory information gathering. The hands and bodily touch become primary channels for perceiving environmental features, exploring objects, and receiving symbolic communication. Specialized tactile methodologies compensate directly for sensory loss, establishing foundational pathways for learning and personal interaction.

61. (D) Combining touch and movement information to recognize objects and their properties actively
Haptic perception involves active tactile exploration combined with proprioceptive and kinesthetic feedback from muscles and joints. By manipulating objects, individuals assess physical features including shape, texture, weight, temperature, and hardness. Haptic exploration serves as a vital sensory mechanism for individuals with visual impairments, allowing accurate object recognition and spatial understanding.

62. (C) Active touch involves intentional exploration; passive touch is unexpected contact on skin
Active touch involves self-directed, goal-oriented tactile exploration where the learner purposefully moves hands or body to investigate object properties. Conversely, passive touch occurs when external stimuli contact the individual's skin without active initiation. Educational practices emphasize active touch to foster autonomy, spatial concept building, cognitive engagement, and independent environmental manipulation.

63. (B) Tactile defensiveness or sensory aversion
Pulling away abruptly, crying, and wiping hands after contacting a novel texture indicates tactile defensiveness, an exaggerated negative reaction to specific touch sensations. Sensory processing difficulties cause certain tactile inputs to feel distressing or painful. Educators address tactile defensiveness by introducing novel textures gradually, using hand-under-hand techniques, and respecting the learner's control.

64. (D) Tactile experiences, like feeling objects move, dropping them, and finding them through touch
Developing object permanence without distance senses requires direct tactile exploration. Learners discover that objects continue to exist when out of physical contact by actively dropping, searching for, and relocating items in proximate space. Systematic tactile search routines build spatial awareness and cognitive understanding that environmental objects persist independently of immediate physical contact.

65. (B) II and III only
Hand-Under-Hand guidance positions the instructor's hands underneath the learner's hands, offering physical support while inviting exploration. Unlike forced hand-over-hand manipulation, this respectful technique allows the

Downloaded from www.pdf.tube

single anticipation box containing real objects, advances to sequential multi-box setups representing parts of the day, and eventually transitions to abstract tactile, braille, or print schedules as symbolic comprehension and abstract temporal reasoning develop over time.

84. (D) A specific object presented to convey a message or indicate an upcoming activity
An object cue is a specific physical item presented to a learner to communicate an imminent activity or environmental change. For example, presenting a small washcloth signals handwashing time. Object cues rely on tactile touch, helping individuals with dual sensory loss form associations, prepare emotionally for transitions, and develop receptive language concepts.

85. (A) I and II only
Object cues must possess distinct tactile features that are easily distinguishable through touch. To build meaningful associations, cues must align directly with the child's personal tactile experience of the activity, rather than visual logic apparent only to teachers. Reusing the same object cue across unrelated activities causes cognitive confusion and undermines receptive communication clarity.

86. (C) By moving items to a "finished" box, concretely showing events moving to the past
Object calendar systems teach abstract temporal concepts concretely by using a designated "finished" box. When an activity ends, the corresponding object cue is physically placed into the finished container. This tangible action provides concrete feedback that an event has moved into the past, helping deafblind learners comprehend activity completion and chronological time flow.

87. (D) Standard O&M relies on auditory cues (traffic, echoes), inaccessible to deafblind learners
Standard Orientation and Mobility methods for visually impaired individuals rely heavily on auditory environmental cues, such as traffic sounds and acoustic echoes, for spatial orientation. Because deafblind individuals cannot access distant sound cues, O&M methodologies must be adapted to prioritize tactile surfaces, kinesthetic feedback, olfactory landmarks, residual visual inputs, and specialized human guide communication strategies.

88. (A) Trailing
Trailing is an Orientation and Mobility technique where an individual maintains light tactile contact with a continuous surface, such as a hallway wall, using the back of the hand. Trailing assists in maintaining a straight line of travel, maintaining spatial alignment, detecting environmental features like doors, and navigating indoor spaces safely without relying on distance vision.

NODIA

89. (B) Using arm/hand positions across body to protect face/torso from obstacles while moving
Protective techniques in Orientation and Mobility involve positioning the arms and hands across the chest or head level to detect and absorb impact from unexpected obstacles. These self-protection maneuvers safeguard the head, face, and upper body from open doors or structural hazards, instilling physical safety and spatial confidence during independent indoor travel.

90. (A) Both A and R are true and R is the correct explanation of A
Orientation and Mobility training for deafblind individuals emphasizes identifying olfactory and tactile landmarks, such as kitchen smells or flooring changes. Deprived of distance sensory information, learners rely on proximate sensory input to identify specific spatial locations. Integrating non-visual sensory landmarks into mobility routes enhances spatial orientation, self-regulation, and independent environmental navigation.

91. (A) The person grasps guide's arm, and guide uses arm movements to signal turns or obstacles
In the sighted guide technique adapted for deafblind individuals, the traveler grips the guide's arm above the elbow. As the guide walks, subtle physical movements transmit real-time information regarding turns, elevation changes, and stops. This tactile connection allows the traveler to follow smoothly behind, navigating unfamiliar spaces safely through non-verbal physical guidance.

92. (C) A permanent, tactilely/kinesthetically distinct feature (e.g., a textured mat at a door)
An effective landmark for orientation must be permanent, stationary, and easily recognizable through tactile or kinesthetic senses. Features like a distinct tile layout, door frame texture, or carpeted mat serve as fixed environmental

Effective tangible symbols preserve iconic tactile features of the target object, such as using a piece of towel to represent bathing. Concrete physical associations facilitate cognitive understanding, helping non-verbal learners express preferences and comprehend scheduled daily activities.

75. (A) I and II only
Receptive communication involves receiving and comprehending messages through sensory channels, while expressive communication entails sending messages to others using vocalizations, gestures, or symbols. Receptive and expressive modes do not need to be identical; a child may receive information via tactile object cues while expressing needs through body movements or vocal tones.

76. (C) Placing hand on speaker's face and neck to feel vibrations, lip movements, and breath
The Tadoma method is a specialized tactile speech-reading technique used by some deafblind individuals. The listener places their thumb on the speaker's lips and fingers along the jawline and neck to feel facial movements, vocal cord vibrations, and air currents. These tactile acoustic cues enable the individual to interpret spoken language directly through touch.

77. (D) Creating safety and anticipation in a world that feels chaotic due to sensory loss
Establishing predictable daily routines provides structural security for individuals with deafblindness, who cannot monitor environmental changes through sight or hearing. Consistent sequences create a safe, organized framework where the child can anticipate upcoming events, reduce anxiety, comprehend temporal flow, and actively engage in learning opportunities without unexpected surprises.

78. (C) Adjusting body posture or initiating next step when cued (e.g., opening mouth for bib)
Anticipation is demonstrated when a learner shows recognition of an upcoming activity step following a sensory cue. Examples include opening the mouth when a bib is presented or leaning forward upon reaching the dining area. Demonstrating anticipation confirms functional understanding of routines, cognitive sequence processing, and readiness to participate actively.

79. (B) Breaking an activity into identical step sequences, cues, and locations every time
Scripting a routine involves standardizing an activity into fixed, sequential steps executed consistently across identical locations, materials, and sensory cues. Establishing rigid routine consistency minimizes environmental ambiguity, helps the learner internalize cognitive patterns, reduces anxiety, and maximizes opportunities for developing independent motor execution and functional communication skills.

80. (D) I, II, III, and IV
High-quality instructional routines for learners with severe disabilities incorporate structural elements including clear start signals, consistent step sequences, choice-making opportunities, and distinct completion cues. Structuring activities with clear boundaries fosters emotional security, promotes cognitive anticipation, encourages functional communication, and aids the student in transitioning smoothly between completed and upcoming events.

81. (A) Using transition objects or tactile cues to signal an activity ended and a new one begins
Transitioning between activities can cause anxiety for learners with complex sensory losses due to unpredictable environmental shifts. Utilizing transition objects or tactile cues explicitly signals that one task has concluded and another is starting. Clear transitional cues prepare the child mentally, reducing resistance, emotional distress, and behavioral disruptions during daily schedule transitions.

82. (C) Providing a tactile daily schedule to understand next events and time concepts
A Calendar Box system uses sequential compartments containing tangible objects to represent scheduled daily activities. A student explores items sequentially, gaining tactile awareness of daily events, temporal progression, and environmental transitions. Calendar systems foster concept development regarding time, increase schedule predictability, and provide a functional medium for receptive and expressive communication.

83. (A) From single anticipation box, to part-of-day box sequences, to abstract braille schedules
Calendar systems progress systematically alongside a learner's cognitive and symbolic development. Initial instruction begins with a

Click Here to Buy book on Flipkart

structured, direct instruction and systematic, hands-on experiential learning strategies.

33. (A) Their experience is fragmented and limited to what they directly touch or reach
Dual sensory impairment limits environmental perception to objects and events within direct physical reach. Without visual and auditory context to connect isolated experiences, world perception remains fragmented and localized. This restriction hinders abstract concept development, requiring educators to provide comprehensive, hands-on learning routines that systematically connect concrete tactile experiences into meaningful, integrated understanding.

34. (C) Because it lacks the true texture, size, smell, and context of an actual tree, distorting concepts
Using miniature plastic replicas with visually impaired learners can cause severe concept distortion. Miniature toys lack authentic physical properties such as natural bark texture, actual scale, foliage scent, and environmental presence. Effective instruction utilizes real objects, direct natural contact, and rich multisensory experiences to construct accurate, meaningful concepts regarding real-world items and natural environments.

35. (A) A state of passivity where the child stops attempting tasks because adults routinely do everything
Learned helplessness develops when well-meaning caregivers consistently perform tasks for a child with severe disabilities rather than encouraging active participation. Over time, the child learns that personal actions do not influence outcomes, leading to behavioral passivity and lack of initiative. Special educators counteract learned helplessness by offering choice-making opportunities and promoting partial participation.

36. (D) Increased response latency allowing time to process input and formulate a response
Children with complex sensory and cognitive impairments require extra time to receive, integrate, and process information before initiating a physical or communicative response. Rushing or intervening prematurely disrupts cognitive processing. Educators must practice extended response latency, allowing adequate wait time for the child to interpret incoming sensory input and formulate an independent motor action.

NODIA

37. (B) Viewing assessment as an ongoing process integrating medical, educational, and family input
Effective multidisciplinary assessment for children with multiple disabilities is a continuous, dynamic process rather than a single testing event. It integrates clinical findings, pedagogical evaluations, and parental insights to construct an accurate functional profile. Collaborative information sharing ensures that medical considerations, daily family routines, and educational goals align to support holistic child development.

38. (C) Ecological Assessment
Ecological assessment evaluates a child's functional performance within real, natural environments such as classrooms, cafeterias, and personal care spaces. Rather than relying on artificial clinical testing, this approach identifies environmental demands, existing capabilities, and necessary adaptations, ensuring that educational goals directly enhance practical independence and meaningful participation in daily living routines.

39. (D) Team members share roles and teach skills to one primary provider working with the child
The transdisciplinary team model features cross-disciplinary role sharing, where specialists from various disciplines collaborate, exchange expertise, and train a designated primary interventionist. This primary provider delivers integrated services directly to the child during daily routines. This unified approach reduces child fatigue and provides consistent, holistic intervention across educational and natural environments.

40. (A) To assess how remaining vision is used in daily settings and determine needed adaptations
A Functional Vision Assessment evaluates how an individual utilizes residual visual capabilities during daily life activities across diverse environmental conditions. Unlike clinical refraction exams measuring visual acuity, an FVA identifies visual efficiency, lighting needs, contrast requirements, and functional accommodations necessary to optimize learning, communication, and environmental navigation in practical educational contexts.

reference points. Reliable landmarks allow learners with sensory losses to verify their exact spatial position along a travel route.

93. (D) Teaching skills that are necessary and functional for current and future environments
The Ecological Curriculum Model prioritizes teaching practical, necessary skills directly required for effective functioning in a learner's immediate and future environments. Rather than strictly adhering to developmental milestone sequences designed for neurotypical children, this approach targets functional abilities that foster independence, community participation, personal dignity, and self-sufficiency in real-world living domains.

94. (C) Breaking a functional skill into small, sequential steps to teach and assess individually
Task analysis is an instructional method that breaks complex functional activities into small, discrete, sequential steps. Teaching and assessing each step systematically allows educators to pinpoint specific skill deficits, provide targeted physical or tactile prompting, monitor incremental progress, and foster masterly execution of complex daily living routines for learners with severe disabilities.

95. (B) Multisensory adapted materials
Creating a story box containing tangible objects related to a narrative provides adapted multisensory learning materials. Replacing abstract visual text with concrete tactile items allows a child with severe sensory and motor impairments to explore narrative concepts directly. Multisensory adaptations enhance comprehension, sustain engagement, and make literacy activities accessible and meaningful.

96. (D) Identifying currency notes and coins to make a small purchase at a canteen
Functional academics applies traditional academic concepts directly to practical daily living skills. For a student with moderate intellectual disability and visual impairment, learning to recognize paper currency and coins to complete minor transactions represents a functional math goal. This practical application builds money management skills, enhances autonomy, and supports real-world community independence.

97. (A) Materials should respect chronological age while adapted to developmental level
The principle of age-appropriateness dictates that instructional materials and social interactions must align with a student's chronological age while adapting task complexity to their functional developmental level. Utilizing childish toys with adolescents degrades personal dignity. Selecting age-appropriate materials fosters social respect from peers, promotes positive self-concept, and encourages age-suitable skill acquisition.

98. (C) Maintaining consistent routines, cues, and skill generalization across environments
A Home-School Diary incorporating tactile object cues fosters continuous communication between educators and families. Sharing details about daily routines, communication signals, and skill targets ensures consistency across home and school settings. Environmental consistency accelerates skill generalization, reinforces routine predictability, and strengthens home-school collaboration for children with complex sensory needs.

99. (A) Training parents in communication, positioning, and feeding so they feel competent
Parent empowerment involves building caregiver capacity, confidence, and knowledge through structured training in adapted communication, physical positioning, and feeding techniques. Equipping parents with practical skills enables them to support their child's development effectively, reduces family stress, fosters active participation in IEP planning, and strengthens lifelong family-centered advocacy.

NODIA

100. (D) Sensory and cognitive deficits limit the ability to generalize skills across environments
Combined sensory and cognitive deficits impair a child's capacity to generalize learned skills across different settings, people, or contexts. Maintaining high consistency between home and school routines, tactile cues, and physical environments reduces confusion, accelerates learning retention, reinforces skill transfer, and helps the learner establish stable, reliable operational expectations across daily living domains.

49. (A) Students should be meaningfully involved in activities to their capability, even if not fully independent
The Principle of Partial Participation asserts that every individual, regardless of severe motor or cognitive limitations, can meaningfully participate in routine activities through adapted methods or adult support. Complete independence is not a prerequisite for involvement. Engaging in partial skill steps fosters personal dignity, active learning, social inclusion, and self-determination within natural environments.

50. (A) I, II, and III
Educational programming carefully balances academic and functional priorities based on individual needs. While students with mild learning difficulties focus on standard academics, learners with severe multiple disabilities require functional life skills training and functional academics directly applied to daily living. The RPwD Act 2016 promotes inclusive, adapted educational opportunities rather than prohibiting functional instruction.

51. (A) Analyzing demands and routines of natural environments (home, school, community) where the child functions
An ecological inventory assesses the specific environmental demands, behavioral expectations, and physical requirements of natural settings where a student operates. By comparing environmental expectations with current skill performance, educators identify functional skill deficits and targeted learning priorities, designing instructional interventions that prepare the learner for independent functioning within authentic daily environments.

52. (D) Skills must be taught directly in actual environments because severe cognitive deficits hinder generalization
Severe cognitive impairments impede the transfer of learned skills from structured resource rooms to real-world contexts. Community-Based Instruction resolves generalization difficulties by teaching functional life skills directly within natural environments like shops, public transit, and community centers. Direct real-world instruction reinforces skill retention, contextual understanding, and practical self-sufficiency.

53. (B) Taught skills should directly foster maximum independence and community participation in adult life
The Criterion of Ultimate Functioning posits that educational curricula for individuals with severe disabilities must focus on teaching skills that maximize adult self-sufficiency, functional independence, and community integration. Instructional priorities are evaluated by whether they prepare the learner to participate meaningfully in adult community settings and minimize lifelong dependence on supportive care.

54. (C) Ophthalmologist/Optometrist and Audiologist collaborating with an educational specialist
Mapping residual sensory pathways and prescribing optical magnifiers or hearing amplification requires clinical expertise from ophthalmologists or optometrists and audiologists working alongside educational specialists. Clinical experts diagnose physical sensory thresholds, while educational specialists assist in translating medical diagnostic data into practical functional vision, auditory training, and classroom environmental accommodations.

55. (D) Translating therapy goals into functional daily classroom and home routines in a coordinated manner
As case manager in a multidisciplinary team, the special educator coordinates interdisciplinary efforts, ensuring that isolated clinical therapy targets convert into practical routines within classroom and home settings. The educator aligns recommendations from speech, physical, and occupational therapists into cohesive instructional plans, facilitating consistent skill practice and progress tracking across daily functional activities.

56. (A) Multidisciplinary
In a multidisciplinary team model, professionals from various specialized disciplines conduct independent assessments and deliver targeted therapy separately in isolated settings. While team members share written evaluations, direct treatment occurs without integrated role sharing or collaborative service delivery, distinguishing this traditional structure from interdisciplinary and transdisciplinary models that feature integrated planning and cross-disciplinary consultation.

Downloaded from www.pdf.tube

generating devices, enabling individuals with complex communication needs to express desires and interact socially.

110. (D) I, II, III, and IV
Selecting an appropriate assistive technology or AAC device requires evaluating multiple factors, including sensory capabilities, motor access options, cognitive processing requirements, device durability, and financial cost. A comprehensive evaluation ensures that selected technological tools match the learner's physical capabilities and functional communication environments, preventing device abandonment and optimizing long-term communicative effectiveness.

111. (B) A board with high-contrast tangible objects or textured symbols attached with Velcro
Low-tech AAC systems do not rely on electronic components or batteries. Examples include communication display boards featuring high-contrast tangible objects, raised tactile symbols, or picture cards mounted with Velcro. Low-tech options offer reliable, durable, and highly accessible communication media for learners with severe motor, visual, and cognitive impairments across diverse natural environments.

112. (D) Head-operated single or dual switches combined with scanning software
When severe athetoid cerebral palsy impairs fine motor control in hands, single or dual head-operated switches provide alternative access to assistive technology. Positioned near stable head control areas, these switches allow the user to activate scanning software on communication software or computers, enabling independent message selection, text input, and functional environmental control.

113. (A) A vibrating pager or body-worn tactile alarm system
Standard visual or acoustic fire alarms are ineffective for individuals with dual sensory loss. Implementing personal vibrating pagers or body-worn tactile alarm systems ensures emergency safety in inclusive settings. Vibratory signals convey immediate sensory alerts directly to the individual's body, providing accessible warning cues necessary for timely evacuation during emergency situations.

114. (C) NIEPMD (Chennai)
The National Institute for Empowerment of Persons with Multiple Disabilities, located in Chennai, functions as the apex body under the Ministry of Social Justice and Empowerment in India. NIEPMD is dedicated to optimizing rehabilitation, professional training, research, and educational services specifically for individuals with combined, concomitant, and multiple disability profiles across the country.

NODIA

115. (B) I and III only
NIEPMD is mandated to lead human resource development, offering RCI-approved professional training programs in multiple disabilities and deafblindness. It conducts advanced research and designs intervention models and assistive technology. NIEPMD serves individuals across the lifespan, providing early intervention, educational support, and adult rehabilitation services rather than restricting programs exclusively to adults.

116. (D) An RCI-approved qualification in Multiple Disabilities/Deafblindness and a valid CRR number
Professional practice in special education in India is legally regulated by the Rehabilitation Council of India. To teach children with multiple disabilities or deafblindness legally, an educator must hold an RCI-approved specialized qualification in that field and maintain active registration on the Central Rehabilitation Register with a valid CRR number.

117. (B) Block-level resource rooms with therapeutic materials, staffed by resource special educators
Under the Samagra Shiksha Abhiyan framework, educational support for children with severe multiple disabilities in inclusive setups is delivered through block-level resource rooms. Equipped with specialized therapeutic equipment, sensory materials, and adaptive technology, these centers are staffed by itinerant and specialized resource teachers who provide direct instruction, therapeutic guidance, and teacher consultation.

118. (C) Refer the family to the District Early Intervention Centre (DEIC) under RBSK for early intervention
Identifying infants or toddlers with dual sensory loss and motor delays requires immediate referral to a District Early Intervention Centre under Rashtriya Bal Swasthya Karyakram. Early

inputs, comprehend environmental context, and build functional communication skills.

136. (A) Identifying behavioral intent and teaching a socially acceptable alternative skill for that purpose
Positive Behavior Support focuses on understanding the communicative function or purpose behind challenging behaviors through functional assessment. Rather than using punitive suppression, PBS modifies environmental conditions and teaches alternative, socially acceptable skills that meet the individual's needs effectively, promoting emotional regulation, functional communication, and positive behavioral adaptation.

137. (B) The child's parents and primary family members
Effective collaborative teams recognize parents and primary family members as core experts regarding their child's unique communication signals, sensory preferences, and functional routines. Parents offer vital lifelong historical insights, ensuring that professional assessments, therapeutic goals, and classroom interventions align meaningfully with home environments and family values.

138. (B) The heterogeneous population requires specialized, evolving techniques not fully covered in basic B.Ed.
Serving learners with multiple disabilities requires ongoing professional development because this diverse student population presents complex, evolving instructional needs. Basic teacher preparation programs often cover severe tactile communication, specialized positioning, and complex AAC systems only broadly. Continuous professional learning equips educators with advanced, research-validated techniques essential for effective specialized instruction.

139. (A) Tallying touch cue initiations daily to determine objectively if teaching strategies are working
Data-driven decision making involves systematically recording concrete performance metrics, such as daily tallies of independent touch cue responses. Collecting objective observational data allows special educators to evaluate instructional effectiveness accurately, track subtle developmental progress over time, and make timely, evidence-based modifications to communication interventions.

140. (B) I, II, and IV
Best practices for complex disabilities focus on holistic development, recognizing interconnected motor and cognitive domains, integrating health procedures safely into school days, and maintaining appropriately high expectations. Social-emotional development remains vital for all learners regardless of cognitive severity, as supportive social connections enhance well-being and overall developmental outcomes.

****

Click Here to Buy book on Amazon

127. (B) The National Trust Act, 1999
The National Trust Act, 1999, provides a legal framework in India for appointing legal guardians for persons with autism, cerebral palsy, mental retardation, and multiple disabilities. This statutory framework protects rights, secures property management, and ensures structured decision-making support for adults with severe disabilities throughout their lives.

128. (D) Independent Living Skills and Personal Management
Learning to feed oneself independently using adapted utensils and tactile prompts falls under the independent living skills and personal management domain of transition planning. Mastering personal self-care routines reduces daily physical dependency, builds functional autonomy, preserves personal dignity, and forms an essential foundation for transitioning toward supported adult community living.

129. (A) Lack of specialized teacher training in tactile communication and severe disability pedagogy
A primary systemic barrier to including students with deafblindness in general classrooms is the scarcity of specialized educator training in tactile communication, adapted mobility, and severe disability pedagogy. Without trained resource professionals, mainstream environments struggle to provide accessible instruction, individualized environmental modifications, and functional communication supports needed for meaningful educational inclusion.

130. (C) Providing flexible placements, from inclusion to resource rooms, based on individual needs
The Continuum of Services model offers a flexible spectrum of educational placements, ranging from full general classroom inclusion with support, to resource rooms, specialized classes, or special schools. Placements are determined individually based on evaluated functional needs, ensuring that every student receives necessary specialized support while maximizing opportunities for peer inclusion.

131. (A) Facilitating guided interactions and teaching peers tactile cues or communication boards
Peer sensitization programs build inclusive school cultures by organizing guided interactions and educating neurotypical peers on accessible communication methods, such as tactile cues or picture boards. Fostering empathy and practical interaction skills breaks down social barriers, prevents isolation, and promotes natural peer support and meaningful social relationships within inclusive learning environments.

132. (D) Proactively designing curriculum with multiple means of representation, expression, and engagement
Universal Design for Learning supports diverse learners by proactively embedding flexible options into curriculum design. Offering multiple means of representation, action and expression, and engagement ensures instructional accessibility from the outset, accommodating sensory, physical, and cognitive variations without needing retrospective, superficial modifications to standard educational content.

133. (B) A teacher believing a non-speaking, non-seeing child cannot learn and is merely custodial
Assuming a child with severe sensory and speech impairments cannot learn and requires only custodial care illustrates a major negative attitudinal barrier. Deficit-based views underestimate human potential, restrict educational expectations, limit learning opportunities, and hinder inclusive education implementation. Overcoming negative assumptions requires promoting rights-based, strength-focused professional training.

134. (C) Because itinerant teachers cover many schools, visits may be weekly, limiting intensive daily input
A major limitation of the itinerant teacher model in rural inclusive setups is that special educators cover multiple widely dispersed schools. Consequently, instructional visits are infrequent or brief, limiting direct daily support required by students with complex multiple disabilities. Irregular specialist support compromises routine consistency, therapeutic integration, and classroom teacher coaching.

NODIA

135. (B) II and III only
Evidence-based practices require embedding communication instruction directly within natural daily routines and viewing challenging behaviors as non-verbal communication that demands functional behavioral assessment. Effective intervention utilizes multisensory strategies rather than restrictive uni-sensory approaches, helping learners integrate sensory

(B) ID involves arrested cognitive development from birth, while MI involves disrupted psychological functioning
(C) MI is characterized primarily by below-average intellectual functioning, whereas ID affects mood and perception
(D) ID is entirely curable through medical intervention, whereas MI represents a lifelong, fixed neurological condition

23. A defining characteristic of mental illness that special educators must plan for is its fluctuating nature. What does this mean in a classroom context?
(A) The student will consistently experience a severe and measurable loss of cognitive abilities on a daily basis
(B) The student will alternatingly experience sensory impairments such as temporary total deafness and blindness
(C) The student's overall physical height and body weight measurements will fluctuate rapidly over the school term
(D) The student's ability to participate and concentrate may vary significantly from day to day or week to week

24. Which of the following are appropriate educational accommodations for a student diagnosed with a mental illness, such as clinical depression or severe anxiety?
I. Flexible attendance policies and extended deadlines during relapses
II. A designated safe space or resource room to de-escalate during panic attacks
III. Mandatory public speaking exercises to force the student to overcome anxiety
Which of the above statements are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

25. A student with a diagnosed anxiety disorder suddenly exhibits extreme distress, hyperventilation, and an inability to speak during a mathematics test. What is the most appropriate initial response by the teacher?
(A) Demand that the student finish the test immediately in order to build psychological resilience and endurance
(B) Call the parents immediately to remove the child permanently from the school environment due to the disruption
(C) Allow the student to go with an escort to a quiet safe space to utilize established coping strategies
(D) Deduct marks for disruptive classroom behavior to enforce strict academic discipline among all students

26. A student in Class IX with a diagnosed mental illness has been absent for three weeks due to a severe depressive episode. Upon his return, he is overwhelmed by the missed assignments. How should the special educator and general teacher collaboratively handle this under inclusive education principles?
(A) Prioritize core concepts, modify workload, and design a gradual re-entry plan to reduce academic stress
(B) Issue a formal written warning for poor attendance and demand all missed assignments be submitted the next day
(C) Advise the student to drop out of regular school and enroll in a specialized school for intellectual disability
(D) Administer all missed examinations immediately on his first day back to ensure he catches up academically

27. Which of the following is an INCORRECT statement regarding mental illness in school-aged children?
(A) Mental illness can severely impact a student's executive functioning and concentration.
(B) Under the RPWD Act 2016, mental illness does not include retardation.
(C) Symptoms of mental illness may be episodic, requiring flexible IEP goals.
(D) Mental illness always results in violent and dangerous behaviour in the classroom.

28. Which of the following is a vital component of the support system for a student with a mental illness in a government school?
(A) Strict physical and instructional segregation of the student from all neurotypical peers in the school
(B) Coordination between special educators, counselors, parents, and psychiatric professionals
(C) Replacing the standard academic curriculum entirely with entry-level vocational skills training options
(D) Revoking the student's formal school admission due to ongoing behavioral challenges

Downloaded from www.pdf.tube

CHAPTER 18

Other Disability Categories under the RPwD Act 2016

1. How many specified disability categories are recognized under the Schedule of the Rights of Persons with Disabilities (RPWD) Act, 2016?
(A) 7
(B) 14
(C) 21
(D) 24

2. Which of the following disability categories was newly introduced in the RPWD Act, 2016, and was not previously covered under the PwD Act, 1995?
(A) Dwarfism
(B) Hearing Impairment
(C) Visual Impairment
(D) Mental Retardation (Intellectual Disability)

3. Read the given assertion and reason, and select the correct option:
Assertion (A): Persons cured of leprosy are included as a specified disability category under the RPWD Act, 2016.
Reason (R): Even after being cured, individuals may experience loss of sensation or paresis in the eye, which causes functional limitations and occupational challenges.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

4. Under the RPWD Act, 2016, a "leprosy cured person" is defined as a person who has been cured of leprosy but is suffering from which of the following?
(A) Progressive muscle weakness and severe cognitive decline affecting daily motor activities
(B) Permanent impairment of speech articulation and executive language processing capacities
(C) Substantial disorder of thinking, mood, perception, orientation, and behavioral judgment
(D) Loss of sensation in hands or feet along with paresis in the eye and eye-lid

5. Identify the characteristics associated with the definition of a "leprosy cured person" under the RPWD Act, 2016:
I. Loss of sensation in hands or feet
II. Paresis in the eye and eye-lid
III. Extreme physical deformity that prevents normal economic activity
Which of the above statements are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

6. What is the primary barrier to the educational inclusion of children from families affected by leprosy or those who are leprosy cured?
(A) Severe intellectual impairment and cognitive deficit inherent to the condition
(B) Social stigma and attitudinal barriers from peers and the community
(C) Progressive sensorineural loss of hearing and auditory processing over time
(D) The high cost of specialized augmentative and alternative devices

7. When designing an Individualized Education Programme (IEP) for a student who is leprosy cured and has lost fine motor sensation in their fingers, which is the most appropriate instructional accommodation?
(A) Exempting the student permanently from participating in all written classroom assessment tasks
(B) Mandating the systematic use of Indian Sign Language (ISL) for all classroom communication needs
(C) Placing the student in a dedicated home-based education programme under Samagra Shiksha provisions
(D) Providing adapted writing tools like pencil

NODIA

37. Which of the following functional domains is generally NOT directly impaired by Muscular Dystrophy?
(A) Gross motor skills (walking, running)
(B) Fine motor skills (writing, holding objects)
(C) Sensory processing (vision and hearing)
(D) Respiratory function in later stages

38. Which of the following are appropriate classroom accommodations for a student with advanced Muscular Dystrophy?
I. Provision of a scribe or computer for written examinations
II. Accessible seating arrangements for a wheelchair
III. Adapted physical education focusing on gentle range-of-motion rather than strenuous exertion
Which of the above statements are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

39. What is the fundamental cause of Muscular Dystrophy?
(A) A severe acute viral infection contracted during early childhood development
(B) Severe maternal malnutrition occurring throughout the prenatal development period
(C) Traumatic physical brain injury occurring during a difficult childbirth procedure
(D) A specific genetic mutation affecting essential muscle protein production

40. A government school admits a student who uses a wheelchair due to Muscular Dystrophy. The school has a budget under inclusive education provisions. Which intervention is an appropriate use of these funds?
(A) Constructing ramps with handrails to ensure access to classrooms and toilets
(B) Purchasing expensive experimental medical treatments attempting to reverse the underlying genetic mutation
(C) Hiring a private tutor for home-schooling routines so the child is not required to attend regular classes
(D) Buying specialized braille equipment, braille paper, and tactile embossed learning tools for the school

41. Identify the INCORRECT pairing of disability and its RPWD classification category:
(A) Muscular Dystrophy - Locomotor Disability Classification Category
(B) Dwarfism - Locomotor Disability Classification Category
(C) Leprosy Cured - Chronic Neurological Condition
(D) Mental Illness - Mental Behaviour Classification Category

42. When planning an Individualized Education Programme (IEP) for a student with Muscular Dystrophy, which allied health professional's input is most critical for determining appropriate seating and mobility aids?
(A) Occupational Therapist / Physiotherapist
(B) Speech-Language Pathologist / Therapist
(C) Registered Clinical Psychologist
(D) Certified Audiologist and Hearing Specialist

43. Under the RPWD Act, 2016, which two specific conditions are explicitly listed under the sub-category of "Chronic Neurological Conditions"?
(A) Cerebral Palsy and Muscular Dystrophy
(B) Autism Spectrum Disorder and Specific Learning Disability
(C) Hemophilia and Thalassemia
(D) Multiple Sclerosis and Parkinson's Disease

44. Which of the following conditions fall under the "Chronic Neurological Conditions" grouping in the RPWD Act, 2016?
I. Multiple Sclerosis
II. Parkinson's Disease
III. Sickle Cell Disease
Which of the above statements is/are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

45. What is a primary educational implication of a Chronic Neurological Condition like Multiple Sclerosis for a learner?
(A) Constant, stable, and unwavering physical abilities maintained throughout the entire school year
(B) Total, complete, and sudden permanent loss of auditory acuity and hearing function
(C) Unpredictable exacerbations and remissions affecting attendance and stamina
(D) Inability to form or maintain meaningful peer social relationships in school

Click Here to Buy book on Flipkart

15. Under the RPWD Act, 2016, "Dwarfism" is defined as a medical or genetic condition resulting in an adult height of how many inches or less?
(A) 4 feet 0 inches (121 cm)
(B) 4 feet 5 inches (134 cm)
(C) 4 feet 10 inches (147 cm)
(D) 5 feet 0 inches (152 cm)

16. Which universal design modification is most critical for accommodating a student with dwarfism in an Upper Primary school environment?
(A) Installing specialized screen-reading software on all school computers
(B) Lowering the height of chalkboards, washbasins, and library shelves
(C) Providing dedicated noise-cancelling headphones in the school cafeteria
(D) Replacing standard written examination tasks with oral assessment formats

17. Read the given assertion and reason, and select the correct option:
Assertion (A): Students with dwarfism often require individualized curriculum mapping for cognitive delays.
Reason (R): Dwarfism is fundamentally a neurological condition that directly impairs intellectual capacity.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

18. A 10-year-old girl with dwarfism is attending a regular inclusive school. She is intellectually gifted but struggles physically because her legs dangle from the standard classroom chair, causing back pain, and she cannot reach the drinking water fountain. What is the most appropriate intervention by the special education resource teacher?
(A) Arrange ergonomic furniture with footrests and install a step-stool at the drinking fountain
(B) Suggest that parents keep her at home to receive home-based education under Samagra Shiksha provisions
(C) Recommend formal grade retention until her physical height increases enough to reach standard school facilities
(D) Exempt her from attending regular classroom activities that require remaining seated for extended time periods

19. What is a primary psychosocial consideration for a special educator supporting an adolescent with dwarfism?
(A) Managing sudden aggressive emotional outbursts directly caused by underlying genetic mutations
(B) Managing severe progressive memory loss, cognitive disorientation, and spatial confusion in class
(C) Addressing potential bullying, infantilization, and low self-esteem tied to physical appearance
(D) Preventing sensory overload and acute anxiety triggered while navigating crowded school spaces

20. Which of the following represent common environmental barriers faced by students with dwarfism in mainstream schools?
I. Standard-sized classroom desks and chairs
II. High drinking water fountains and inaccessible toilet facilities
III. Heavy doors that require significant leverage to open
Which of the above statements are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

21. How does the RPWD Act, 2016, define "Mental Illness"?
(A) A lifelong medical condition marked by arrested or incomplete development of the mind and intellect
(B) A progressive neurodegenerative physical condition primarily affecting motor control and coordination
(C) A substantial disorder of thinking, mood, or memory grossly impairing judgment and behaviour
(D) A specific neurodevelopmental learning disability significantly impacting reading, writing, and spelling

22. What is the fundamental difference between Mental Illness (MI) and Intellectual Disability (ID) in the context of Special Education?
(A) MI occurs exclusively during early childhood development, whereas ID develops only during adulthood

Downloaded from www.pdf.tube

referral ensures prompt multidisciplinary clinical evaluation, medical management, therapeutic support, and developmental interventions during critical early growth stages, optimizing long-term functional and educational outcomes.

119. (D) Updating professionals' knowledge on evidence-based practices, technology, and legal updates
Continuing Rehabilitation Education programs organized by NIEPMD and regulated by the RCI aim to upgrade professional skills. These short-term courses update special educators and therapists on contemporary evidence-based practices, emerging assistive technologies, policy revisions, and advanced pedagogical methodologies, ensuring high standards of rehabilitation and educational delivery.

120. (D) A is false but R is true
Sheltered workshops are not the sole viable vocational option for individuals with multiple disabilities. Modern vocational models emphasize supported employment and customized job creation within integrated community workplaces. Individuals with severe impairments can succeed in open or supported employment when provided with tailored job accommodations, assistive devices, structured task training, and persistent job coach support.

121. (B) Analyzing a job and extracting specific tasks for the individual, creating a tailored description
Job carving is a vocational adaptation process where an employer analyzes standard workplace duties and separates specific tasks that match an individual worker's unique strengths and capabilities. Carving tailored job roles eliminates non-essential functional barriers, creating customized, productive employment opportunities for individuals with complex multiple disabilities within integrated community settings.

122. (B) A Job Coach providing intensive, on-the-job training and ongoing support directly at the worksite
A defining feature of supported employment is the presence of a qualified Job Coach. The job coach offers individualized, direct on-the-job training, task analysis, behavioral support, and work environment adaptations at the employer's worksite. As the employee gains vocational competency, the job coach systematically fades direct assistance while maintaining ongoing long-term monitoring.

123. (A) Situational assessments, observing performance on real or simulated tasks in community settings
Vocational evaluation for adolescents with deafblindness relies on situational assessments conducted within real or simulated community work environments. Paper-based aptitude testing fails to capture practical working capabilities. Observing real-time performance during actual work tasks reveals practical abilities, stamina, task learning rate, environmental preferences, and necessary job accommodations accurately.

124. (C) Initiated during early adolescence (around age 14) and formally integrated into the IEP
Transition planning for students with multiple disabilities should begin during early adolescence, around age 14, and be formally incorporated into the IEP. Early transition planning ensures adequate time to build functional life skills, explore community employment options, establish support networks, coordinate adult agency services, and prepare the student for post-school adult living.

125. (D) Planning for supported living, community recreation, self-care routines, and legal guardianship
An Individualized Transition Plan for profound multiple disabilities extends beyond employment to encompass essential adult living domains. ITP planning addresses supported living arrangements, community recreational access, ongoing personal care, mobility supports, financial security, and legal guardianship transition, establishing a comprehensive support framework that enhances quality of life throughout adulthood.

126. (C) Teaching the student to make choices (e.g., using object cues) and ensuring choices are respected
Fostering self-determination in individuals with severe cognitive and sensory impairments involves teaching structured choice-making using accessible media like object cues or communication boards. Consistently honoring expressed choices teaches learners that personal preferences control environmental outcomes, building personal autonomy, self-advocacy, and active engagement in daily life decisions.

NODIA

29. Under which broader category does "Muscular Dystrophy" fall in the Schedule of the RPWD Act, 2016?
(A) Chronic Neurological Conditions
(B) Multiple Disabilities
(C) Locomotor Disability
(D) Blood Disorders

30. What is the hallmark characteristic of Muscular Dystrophy (MD) that differentiates its educational planning from that of static locomotor disabilities like polio?
(A) It represents primarily a static cognitive disability that remains completely stable throughout the child's life
(B) It causes sudden, highly unpredictable epileptic seizures requiring constant medical monitoring in class
(C) It exclusively impacts the facial muscles and speech articulation, leaving bodily motor functions intact
(D) It is a progressive condition of increasing muscle weakness requiring ongoing adaptation of accommodations

31. Identify the key characteristics of Muscular Dystrophy relevant to educational assessment:
I. It is a group of hereditary genetic muscle diseases
II. It is characterized by progressive skeletal muscle weakness
III. It leads to a gradual loss of independent mobility
IV. It directly causes severe profound hearing loss
Which of the above statements are correct?
(A) I, II, and III
(B) I, II, and IV
(C) II, III, and IV
(D) I, III, and IV

32. Read the given assertion and reason, and select the correct option:
Assertion (A): Most children with Duchenne Muscular Dystrophy (DMD) require substantial modifications to the cognitive difficulty level of their curriculum.
Reason (R): Muscular Dystrophy is fundamentally a severe intellectual disability that halts brain development.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

33. A 9-year-old student with Muscular Dystrophy is finding it increasingly difficult to climb the stairs to his Class IV classroom and is frequently exhausted by mid-day. What is the most legally and ethically sound action for the school principal?
(A) Suggest the parents carry him up the stairs daily
(B) Relocate his class to the ground floor and provide rest breaks to manage fatigue
(C) Discharge the student, citing the school's lack of an elevator
(D) Mandate that the student complete half-days only, reducing his access to the full curriculum

34. "Energy conservation" is a key IEP accommodation strategy for which of the following conditions?
(A) Muscular Dystrophy
(B) Specific Learning Disability (Dyslexia)
(C) Stuttering
(D) Acid Attack Victims

35. Which of the following is the correct pair regarding the etiology of a disability?
(A) Dwarfism - Progressive demyelination of central nerve fibers
(B) Leprosy Cured - Chromosomal non-disjunction disorder (Trisomy 21)
(C) Muscular Dystrophy - Defect or absence of the protein dystrophin
(D) Multiple Sclerosis - Congenital deficiency of blood clotting factor VIII

36. As a student with Muscular Dystrophy transitions from Upper Primary to Secondary education, which shift in assistive technology is most commonly anticipated?
(A) Moving permanently from physical braille books to specialized digital audiobooks for all subjects
(B) Moving from standard behind-the-ear acoustic hearing aids to surgically implanted cochlear devices
(C) Moving from tactile graphic raised diagrams to standard printed visual materials across subjects
(D) Moving from manual writing to speech-to-text tools and transitioning to a motorized wheelchair

Click Here to Buy book on Amazon

grips or digital typing alternatives

8. A 14-year-old student who has been cured of leprosy joins a regular Upper Primary classroom. The special educator notices that other students are refusing to share a desk with him due to misconceptions about contagion. What is the best immediate intervention by the special educator?
(A) Conduct a peer-awareness session explaining that the condition is cured and non-communicable
(B) Transfer the student permanently to a specialized resource room to protect his emotional self-esteem
(C) Force the students to sit together immediately while punishing any individuals who refuse to comply
(D) Ignore the ongoing negative behavior and assume the students will adjust naturally over the academic year

9. Which of the following conditions is NOT a criterion for categorizing an individual as a "leprosy cured person" under the RPWD Act, 2016?
(A) Manifest deformity and paresis
(B) Extreme physical deformity preventing normal economic activity
(C) Chronic demyelination of the central nervous system
(D) Loss of sensation in hands or feet

10. The role of a special educator working with leprosy cured persons primarily revolves around which of the following domains?
(A) Stigma reduction, barrier-free access, and psychosocial support
(B) Reversing the neurological damage through intensive physiotherapy
(C) Curricular modification for severe profound intellectual disability
(D) Providing speech articulation therapy

11. Which major functional limitation must a special educator consider when planning laboratory or practical activities for a leprosy cured student?
(A) Inability to process complex auditory instructions and verbal classroom directions
(B) Immediate severe allergic skin reactions when handling standard classroom materials
(C) Sudden onset of uncontrollable verbal tics, vocal disruptions, and echolalia
(D) Reduced thermal and tactile sensation, risking accidental burns or injuries

12. According to the RPWD Act, 2016, which of the following statements correctly align with the categorization of Leprosy Cured Persons under the broader category of Locomotor Disability?
I. The condition falls strictly under Locomotor Disability
II. It includes persons with manifest deformity and paresis
III. It applies to individuals who are actively infectious and undergoing primary medical treatment
IV. It includes older persons who cannot engage in normal economic activity due to severe physical deformity caused by the cured disease
Which of the above statements are correct?
(A) I, II, and III
(B) I, II, and IV
(C) II, III, and IV
(D) I, III, and IV

13. Which of the following is the most appropriate method to ensure successful mainstreaming for a leprosy cured student in a government school?
(A) Isolating the child during mid-day meal sessions to avoid potential complaints from local parents
(B) Recommending that the child enroll solely in open schooling programs
(C) Facilitating ongoing dialogue with the School Management Committee to foster an inclusive culture
(D) Denying access to physical education and outdoor activities to prevent physical fatigue and exertion

14. In the context of inclusive education, what is the primary educational implication for a student identified as a leprosy cured person without severe deformities?
(A) They require a heavily modified cognitive curriculum along with simplified academic learning goals
(B) They must be taught exclusively through Braille instruction and specialized tactile learning aids
(C) They require dedicated full-time paraprofessional support for completing all daily academic tasks
(D) They require no cognitive curricular modification, needing only social-emotional support with peers

NODIA

46. A student diagnosed with a chronic neuropathy experiences hand tremors that make holding a pencil painful and illegible. As a special educator, what is the best pedagogical adaptation?
(A) Force the student to practice handwriting for an extra hour daily
(B) Grade the student purely on the neatness of their handwriting to motivate them
(C) Shift the student to an entirely non-academic vocational track
(D) Allow the use of a laptop/tablet for notes and provide a scribe for exams

47. How is "Multiple Sclerosis" characterized conceptually in special education literature?
(A) An inflammatory disease damaging myelin sheaths around central nerves
(B) An inherited blood coagulation disorder that prevents normal blood clotting after injuries
(C) A congenital genetic condition that halts long bone growth during developmental stages
(D) A severe psychological trauma and stress reaction resulting directly from a sudden physical accident

48. Although Multiple Sclerosis (MS) is typically diagnosed in young adults, pediatric MS can occur. What is a primary symptom of demyelination that a teacher might observe in a student with pediatric MS?
(A) Sudden onset of speech fluency disorders and severe stuttering behaviors
(B) Extreme, debilitating fatigue and visual disturbances
(C) Compulsive, highly repetitive motor behaviors and body rocking movements
(D) Rapid physical height growth spurts and accelerated skeletal expansion

49. Which of the following are common symptoms of Multiple Sclerosis that require classroom accommodations?
I. Extreme fatigue (lassitude)
II. Visual disturbances (e.g., optic neuritis)
III. Motor weakness or coordination issues
IV. Sudden outbursts of aggressive, violent behaviour
Which of the above statements are correct?
(A) I, II, and III
(B) I, II, and IV
(C) II, III, and IV
(D) I, III, and IV

50. Read the given assertion and reason, and select the correct option:
Assertion (A): Students with Multiple Sclerosis may require their most cognitively demanding classes to be scheduled in the morning.
Reason (R): MS fatigue typically worsens as the day progresses and is exacerbated by heat and prolonged exertion.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

51. Which accommodation strategy is most appropriate for managing the fluctuating nature of Multiple Sclerosis in a school environment?
(A) Implementing a highly rigid, strict, and completely inflexible daily attendance policy for the student
(B) Removing the student permanently from all peer-group activities and collaborative learning sessions in class
(C) Providing options to access recorded lessons or remote learning during flare-ups
(D) Mandating full participation in high-intensity sports and physical activities to build bodily stamina

52. Identify the INCORRECT pairing regarding disease characteristics:
(A) Multiple Sclerosis - Damage to myelin sheath
(B) Muscular Dystrophy - Progressive muscle weakness
(C) Mental Illness - Substantial disorder of mood and thinking
(D) Parkinson's Disease - Blood clotting deficiency

53. Fatigue in Multiple Sclerosis is different from normal tiredness. In the context of inclusive education, how should a teacher respond when an MS student reports fatigue?
(A) Encourage them firmly to "push through it" in order to build resilience and character
(B) Assume the student is malingering or making excuses to avoid completing assigned schoolwork
(C) Allow a scheduled rest period in a cool, quiet room without grade penalty
(D) Immediately contact emergency medical services and call an ambulance to transport the student

Downloaded from www.pdf.tube

54. While primarily a physical and neurological disorder, Multiple Sclerosis can also impact cognition. Which cognitive impacts are most commonly associated with MS?
I. Information processing speed delays
II. Difficulties with short-term memory
III. Severe, profound intellectual disability
Which of the above statements are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

55. Which of the following conditions is explicitly excluded from the "Chronic Neurological Conditions" sub-category under the RPWD Act, 2016, because it has its own separate major category?
(A) Multiple Sclerosis Condition
(B) Parkinson's Disease Condition
(C) Peripheral Neuropathy Disease
(D) Autism Spectrum Disorder

56. A student with Multiple Sclerosis is experiencing temporary optic neuritis (blurred vision). What is the immediate classroom adjustment?
(A) Provide large-print materials, high-contrast worksheets, and audio recordings
(B) Teach the student full grade-3 tactile Braille instruction and finger-reading techniques immediately
(C) Transfer and reassign the student to a specialized residential school for the blind permanently
(D) Permanently exempt the student from all classroom learning activities until their vision fully returns

57. Under the RPWD Act, 2016, Parkinson's Disease is classified as a:
(A) Mental Behaviour Disorder Category
(B) Locomotor Disability Category
(C) Chronic Neurological Condition
(D) Blood Disorder Classification

58. In the context of the school environment, why is knowledge of Parkinson's Disease relevant for school administrators and special educators, even though it rarely affects young children?
(A) It may affect adult learners, vocational rehabilitation students, or school staff
(B) It represents a highly contagious viral infection that spreads rapidly among young school children
(C) It forms a mandatory universal health screening test required for all primary school admissions
(D) It serves as the primary underlying biological cause of specific learning disabilities in children

59. What are the hallmark motor symptoms of Parkinson's Disease that necessitate accommodations?
I. Resting tremors
II. Bradykinesia (slowness of movement)
III. Rigidity and postural instability
Which of the above statements are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

60. A senior vocational trainer in a special school develops Parkinson's Disease, resulting in hand tremors and a soft, hypophonic voice. Under the RPWD Act's mandate for reasonable accommodation, what should the school management provide?
(A) Issue a directive for forced early retirement without providing standard employment benefits
(B) Provide a voice amplifier and alternative assessment formats requiring minimal handwriting
(C) Order an immediate job transfer to a physically demanding manual labor position in the school
(D) Initiate formal disciplinary action and administrative penalties for speaking too softly in class

NODIA

61. If an older adolescent learner in a transition program has juvenile-onset Parkinson's Disease, what is the most appropriate assistive technology for written assignments?
(A) A standard ballpoint pen paired with narrow-ruled lined writing paper
(B) A specialized Braille typewriter machine and tactile embosser system
(C) A weighted pen or a keyboard with a protective keyguard against tremors
(D) A mechanical counting abacus tool for manual mathematical calculations

62. How does the RPWD Act, 2016, define "Speech and Language Disability"?
(A) A permanent disability affecting speech

components exclusively as a direct result of profound sensorineural hearing loss
(B) A temporary, developmentally normal speech stuttering phase occurring during early childhood language acquisition
(C) The functional inability to fluently speak or comprehend a second or foreign language in educational settings
(D) A permanent disability from organic or neurological causes like laryngectomy or aphasia affecting speech and language

63. What is the critical distinction made in the RPWD Act between "Speech and Language Disability" and speech issues arising from "Hearing Impairment"?
(A) Speech and Language Disability is categorized independently of secondary hearing loss
(B) Speech and Language Disability can only be formally diagnosed if the individual is also profoundly deaf
(C) Hearing Impairment strictly affects written language comprehension while leaving spoken speech intact
(D) There is no legal or functional distinction; both are treated as identical under statutory provisions

64. Which of the following conditions are covered under Speech and Language Disability?
I. Aphasia (loss of ability to understand or express speech)
II. Dysarthria (weakness in the muscles used for speech)
III. Laryngectomy (removal of the larynx)
IV. Profound sensorineural hearing loss
Which of the above statements are correct?
(A) I, II, and III
(B) I, II, and IV
(C) II, III, and IV
(D) I, III, and IV

65. Read the given assertion and reason, and select the correct option:
Assertion (A): A child with severe expressive aphasia should automatically be assessed with an intellectual disability test heavily reliant on verbal responses.
Reason (R): Speech and language disabilities always indicate a severe impairment in underlying cognitive intelligence.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

66. A student with dysarthria has clear, age-appropriate cognitive and written language skills, but his spoken words are slurred and difficult to understand. What is the best inclusive classroom strategy?
(A) Provide an AAC device, such as a text-to-speech tablet, for class discussions
(B) Stop calling on him during classroom instruction and group discussions to protect him from potential peer embarrassment
(C) Grade his academic work poorly across all subject assignments until his spoken articulation visibly improves
(D) Transfer and reassign him permanently to a specialized residential facility or school for intellectual disabilities

67. Which of the following is the correct pair regarding speech and language disorders?
(A) Apraxia of Speech - Structural muscle weakness located within the vocal cords
(B) Stuttering - Complete structural absence or surgical removal of the human voice box
(C) Aphasia - Neurological language disorder affecting speech production or comprehension
(D) Dysphagia - Sensorineural inability to perceive or process high-frequency sounds

68. For a child identified with a Speech and Language Disability in an inclusive school, the Special Educator should closely coordinate intervention goals with which RCI-registered professional?
(A) RCI-registered Clinical Psychologist
(B) Certified Orientation and Mobility Instructor
(C) Certified Prosthetist and Orthotist
(D) Audiologist and Speech-Language Pathologist

69. Which of the following would NOT be classified as a Speech and Language Disability under the RPWD Act?
(A) Severe persistent stuttering resulting in major functional communication breakdowns daily
(B) Receptive aphasia acquired directly following a severe traumatic brain injury event
(C) Speech articulation errors entirely due to a 90 dB hearing loss since birth
(D) Chronic voice disorders resulting directly from the surgical removal of the vocal cords

Click Here to Buy book on Flipkart

85. How does the RPWD Act, 2016, define "Sickle Cell Disease"?
(A) A severe blood disease characterized primarily by the complete structural absence of functional white blood cells
(B) A pervasive neurodevelopmental disorder significantly impairing social communication, interaction, and empathy
(C) A hemolytic disorder marked by chronic anemia, painful crises, and tissue or organ damage
(D) A progressive genetic condition causing rapid wasting, degeneration, and weakness of all skeletal muscles

86. What is the primary cause of the severe, episodic pain (pain crises) experienced by students with Sickle Cell Disease?
(A) Rapid progressive nerve degeneration occurring along the peripheral pathways of the spinal cord
(B) Sickle-shaped red blood cells blocking small blood vessels and causing tissue ischemia
(C) Severe, painful involuntary muscle cramps caused directly by an underlying dystrophin protein deficiency
(D) Acute joint inflammation and swelling caused by a congenital lack of essential blood clotting factors

87. Which of the following are essential classroom accommodations to prevent pain crises in a student with Sickle Cell Disease?
I. Unrestricted access to drinking water to maintain high hydration levels
II. Permission for frequent restroom breaks
III. Avoiding exposure to extreme cold or sudden temperature changes
Which of the above statements are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

88. A teacher notes that a student with Sickle Cell Disease is drinking water constantly during class and frequently asking to use the washroom. The teacher is annoyed as it disrupts the class. From a special education perspective, the teacher's reaction is:
(A) Uninformed, because high hydration is essential for SCD to prevent painful crises and organ damage
(B) Justified, because enforcing strict classroom behavioral discipline is far more important than individual hydration
(C) Correct, because the student exhibits severe medical needs and should be transferred to a special school facility
(D) Justified, because the student should be restricted to drinking water strictly during scheduled recess breaks

89. While both Thalassemia and Sickle Cell Disease are blood disorders affecting hemoglobin, how do their primary educational impacts differ?
(A) Thalassemia inevitably causes total visual blindness, whereas Sickle Cell Disease results in profound sensorineural hearing loss
(B) Thalassemia is legally classified as an intellectual disability, whereas Sickle Cell Disease is considered a physical disability
(C) Thalassemia requires transfusion absences, while Sickle Cell requires managing severe pain crises and hydration
(D) There is no functional or legal difference; both medical conditions are managed identically across all educational settings

90. Which of the following statements is true regarding school attendance for a student with Sickle Cell Disease?
(A) Absences from vaso-occlusive crises require flexible grading and catch-up support
(B) They should be automatically dropped from the official school rolls if they miss more than 10 consecutive days
(C) They are completely exempt from all rights guaranteed under free and compulsory education mandates
(D) They cannot be legally mainstreamed into regular government schools under the current educational framework

NODIA

91. Under the RPWD Act, 2016, "Acid Attack Victims" are classified as a specified disability. What is the definition provided?
(A) A person who has accidentally or intentionally ingested lethal chemical poison substances
(B) A person suffering from a severe, rare genetic skin condition that causes continuous skin peeling
(C) A person born with severe congenital facial anomalies or structural cranial deformities at birth
(D) A person disfigured due to violent or accidental burns caused by acid or corrosive substances

(C) Blood clotting and coagulation mechanisms, causing uncontrolled bleeding
(D) Bone marrow density and mineral absorption, causing brittle bone fractures

78. Hemophilia is typically caused by a deficiency in:
(A) Dietary iron reserves within blood cells
(B) Total functional cellular hemoglobin protein levels
(C) Essential bone calcium mineral nutrients
(D) Blood clotting proteins (Factor VIII or IX)

79. Identify the key safety precautions and accommodations required in a school for a child with severe Hemophilia:
I. Prohibition of high-impact contact sports (e.g., tackle football, wrestling)
II. Ensuring school staff are trained in first-aid for bleeding and know the emergency protocol
III. Immediate communication with parents in case of any head bump or joint injury
IV. Seating the child in a completely padded, isolated room for the entire day
Which of the above statements are correct?
(A) I, II, and III
(B) I, II, and IV
(C) II, III, and IV
(D) I, III, and IV

80. A student with Hemophilia wants to participate in physical education. What is the most inclusive and safe approach?
(A) Ban the student permanently from entering the school playground to avoid all potential legal liability
(B) Consult parents and physicians to select safe non-contact activities like swimming or gentle stretching
(C) Allow him to play all competitive contact sports freely provided he wears a protective helmet at all times
(D) Assign him as the permanent classroom scorekeeper so that he never engages in physical movement activities

81. Which of the following statements about Hemophilia is an EXCEPTION (i.e., not true)?
(A) Minor cuts can usually be managed with standard first aid and pressure.
(B) The condition causes severe cognitive and intellectual regression over time.
(C) Internal bleeding, especially into deep joints, represents a major ongoing health concern.
(D) Students may require periodic school absence for receiving intravenous clotting factor infusions.

82. Which component is non-negotiable in the Individualized Education Programme (IEP) or health plan for a student with Hemophilia?
(A) An Individualized Healthcare Plan (IHP) detailing emergency protocols and contact numbers
(B) A strict, highly structured behavioral modification chart monitored daily by all classroom teachers
(C) A vocational transition plan specifically tailored for securing supported employment in heavy manual labor
(D) Mandatory comprehensive literacy training in reading and writing Braille tactile codes for all subjects

NQDIA

83. Which of the following is a correct statement regarding the physical impact of Hemophilia that teachers should monitor?
(A) The child will frequently experience sudden, complete episodes of temporary or permanent blindness in school
(B) The child will show persistent signs of severe chronic respiratory failure and breathing distress during class
(C) Bleeding into joints can cause pain and swelling, making walking or writing difficult on certain days
(D) The condition predictably causes severe and irreversible sensorineural deafness in both ears by age 10

84. A child with Hemophilia falls on the playground and bumps his knee hard. There is no external cut, but the child complains of severe pain and the knee begins to swell rapidly. What is the teacher's immediate action?
(A) Apply a warm heating compress to the affected knee joint and instruct the student to walk it off slowly
(B) Ignore the incident entirely and instruct the student to return to class since there is no visible external blood
(C) Administer over-the-counter strong painkiller medication directly to the student without prior parental consent
(D) Apply ice, immobilize the joint, contact parents immediately, and execute the emergency health plan

70. A student with a severe fluency disorder (stuttering) is reading aloud in class. Several peers begin to giggle. What is the most appropriate and supportive action for the teacher?
(A) Interrupt the student immediately and finish reading the passage aloud to save valuable classroom instructional time
(B) Allow time to finish without interruption, address peer behavior separately, and use paired reading
(C) Publicly reprimand the student for failing to practice reading aloud sufficiently at home with family
(D) Completely excuse the student from participating in all future oral reading activities during class

71. How does the RPWD Act, 2016, define "Thalassemia"?
(A) A genetic blood disorder causing bodily blood to clot abnormally fast within blood vessels
(B) A progressive neurological disorder causing severe, irreversible physical muscle wasting over time
(C) A complex psychological trauma condition resulting directly from severe life-threatening events
(D) Inherited blood disorders characterized by reduced or absent amounts of hemoglobin

72. What is the primary medical necessity for a student with major Thalassemia that directly impacts their school attendance?
(A) Regular blood transfusions requiring hospital visits every 2 to 4 weeks
(B) Daily kidney dialysis procedures conducted at a specialized medical facility
(C) Daily radiation therapy sessions administered under clinical supervision
(D) Complete and total isolation within a strictly sterile medical room environment

73. Which of the following are essential school-based accommodations for a student with Thalassemia Major?
I. Flexible attendance policy to accommodate blood transfusion days
II. Exemption from highly strenuous physical education activities if experiencing pre-transfusion fatigue
III. Complete exemption from all written examinations
Which of the above statements are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

74. A Class X student with Thalassemia has a mandatory blood transfusion scheduled on the day of a formative assessment. How should the school handle this under inclusive education guidelines?
(A) Reschedule the formative assessment or offer an alternative assessment option
(B) Mark the student absent and assign a zero mark for the missed formative assessment
(C) Formally request the student to postpone all medical treatment procedures until school holidays
(D) Suggest that the student drop out of regular schooling to enroll in an open school system

75. In Thalassemia, the lack of healthy hemoglobin leads to severe anemia. How might this manifest in a classroom setting?
(A) Continuous hyperactivity and frequent aggressive behavioral outbursts in class
(B) Sudden, permanent loss of visual acuity and central field vision
(C) Uncontrollable physical muscle tremors affecting fine motor execution
(D) Extreme pallor, lethargy, fatigue, and poor academic concentration

76. What is the most critical role of a special educator regarding a student with a blood disorder like Thalassemia?
(A) Diagnosing the specific genetic blood mutation through laboratory clinical testing
(B) Liaising between family, healthcare professionals, and teachers for health and educational continuity
(C) Administering and performing clinical blood transfusions directly within the school resource room
(D) Teaching the student specialized sign language and manual gesture systems for communication

77. Under the RPWD Act, 2016, "Hemophilia" is defined as an inheritable disease primarily affecting which bodily function?
(A) White blood cell production mechanisms, causing severe immune system failure
(B) Cerebrospinal fluid regulation within the brain, causing acute hydrocephalus

Downloaded from www.pdf.tube

92. Why were Acid Attack Victims included as a specific disability category under the RPWD Act, 2016?
(A) Because severe acid attacks directly inflict permanent brain damage and profound intellectual disability upon victims
(B) Because physical disfigurement and sensory loss cause stigma, trauma, and educational or employment barriers
(C) Because statutory inclusion was primarily designed as a legislative tool to criminalize the open commercial sale of acid
(D) Because the medical consequences of acid burns represent a highly contagious biological condition affecting peers

93. What are the key elements of educational support for a student who is an Acid Attack Victim re-entering the school system?
I. Intensive psychosocial counseling and trauma support
II. Sensitization of school staff and peers to prevent bullying and staring
III. Accommodations for any functional limitations, such as vision loss or restricted joint movement due to scarring
Which of the above statements are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

94. A teenage girl who survived an acid attack returns to her regular secondary school. She has severe facial scarring and has lost vision in one eye. What is the most critical first step for the school principal to ensure her successful reintegration?
(A) Focus primarily on physical infrastructure by installing an elevator and ramps prior to her arrival
(B) Downgrade her to a lower academic grade level to significantly reduce her overall classroom learning pressure
(C) Advise her family that she should wear a face veil at all times in class to avoid distracting other students
(D) Conduct a sensitive peer and staff orientation on empathy, anti-bullying, and acceptance before her arrival

95. Which inclusive education practice represents the "Best Answer" for fostering an inclusive climate for an acid attack survivor?
(A) Fostering a school culture of zero discrimination, peer-buddy systems, and diversity
(B) Feeling pity for the student and permanently waiving all standardized academic requirements and tests
(C) Isolating the student completely in the special resource room for their own personal physical protection
(D) Focusing exclusively on their physical medical needs while completely ignoring their academic learning goals

96. Which of the following is an INCORRECT statement regarding Acid Attack Victims in the context of the RPWD Act?
(A) They are entitled to reservation in higher education and government jobs if their disability is benchmarked at 40% or more.
(B) The category strictly falls under "Mental Behaviour" because of the trauma involved.
(C) The disability is recognized regardless of whether the attack was intentional or accidental.
(D) They may require assistive devices if the attack resulted in visual or physical impairments.

97. An acid attack victim has developed severe contractures (tightening of the skin and muscles) around her neck and shoulders due to scarring. What is the direct educational effect of this functional limitation?
(A) She will immediately and permanently lose all physiological ability to produce articulate spoken language
(B) Contractures restrict her range of motion, making board work or writing difficult over long periods
(C) She will predictably develop severe neurodevelopmental learning disabilities specifically in mathematics
(D) She will become completely and irreversibly sensorineural deaf in both ears as a direct result of scarring

98. An acid attack survivor misses several months of schooling due to reconstructive surgeries. How can the educational framework support her educational continuity?
(A) By providing home-based education through an itinerant educator until she is fit to return
(B) By officially expelling her from the school registry due to unexcused long-term medical

NODIA

(D) Article 5

115. Applying the Universal Design for Learning (UDL) framework, how can a teacher best support a student with Multiple Sclerosis who experiences cognitive fog and severe fatigue in the afternoon?
(A) By insisting strictly on one single standardized assessment method for all students without exception
(B) By permanently removing the student from the classroom during all afternoon instructional sessions
(C) By offering multiple means of expression, such as verbal recordings instead of writing when fatigued
(D) By lowering the minimum passing marks for the student permanently across all academic examinations

116. Which professional is specifically trained and RCI-mandated to evaluate and treat dysarthria and aphasia in a child classified with a Speech and Language Disability?
(A) Registered Clinical Psychologist
(B) Certified Special Educator specializing in Intellectual Disability
(C) Certified Physical Therapist
(D) Audiologist and Speech-Language Pathologist

117. An IEP team is being formed for a Class VIII student newly diagnosed with Clinical Depression (Mental Illness). According to best practices in inclusive education, who is NOT a necessary member of this core school-based IEP team?
(A) The Special Educator
(B) The General Education Class Teacher
(C) The local Police Inspector
(D) The School Counselor / Psychologist

118. Identify the INCORRECT pair regarding a disability and its primary educational accommodation:
(A) Thalassemia - Flexible assessment scheduling for transfusion days
(B) Hemophilia - Mandatory participation in competitive contact sports
(C) Sickle Cell Disease - Frequent restroom breaks and hydration access
(D) Dwarfism - Step-stools for washbasins and ergonomic seating

119. Unlike neurodevelopmental disorders like Autism or Intellectual Disability, conditions like Parkinson's Disease and Multiple Sclerosis are generally characterized by:
(A) Congenital onset where symptoms are fully present and identified at birth
(B) Rapid complete cure achieved through short courses of standard antibiotics
(C) Complete and total lack of any observable physical or neurological symptoms
(D) Adult onset causing gradual loss of previously acquired functional skills

120. Which of the following is an EXCEPTION when considering the typical educational impact of dwarfism compared to the other 11 categories in this group?
(A) It requires a simplified academic curriculum due to cognitive deficits
(B) It requires extensive environmental and structural physical facility modifications throughout the school campus
(C) It can frequently lead to complex psychosocial challenges and self-esteem issues that require counseling support
(D) It requires specialized ergonomic furniture adaptations and adjustable seating arrangements in every classroom

121. Identify the correct pair mapping an Indian legislative framework to its specific provision relevant to these disability categories:
(A) RTE Act 2009 - Mandates establishing special segregated residential schools for all students with blood disorders
(B) RCI Act 1992 - Provides direct statutory financial compensation and medical pensions to acid attack victims
(C) RPWD Act 2016 - Increases higher education reservation for benchmark disabilities to 5%
(D) National Education Policy 2020 - Explicitly excludes students with mental illness from mainstream education

122. A co-teaching model is implemented in a classroom with a student who has a Mental Illness that causes occasional disruptive vocal outbursts. What is the most effective co-teaching strategy to manage this inclusively?
(A) One teach, one assist: One delivers the lesson while the other provides quiet proximity support during agitation
(B) One teach, one observe: One teacher delivers instruction while the second teacher takes

Click Here to Buy book on Amazon

Multiple Sclerosis) in the context of disability assessment?
(A) MS is strictly certified by a psychiatrist, whereas locomotor disability is certified by an audiologist
(B) Locomotor disability certification issued by medical boards is legally valid for a period of only one year
(C) There is no legal distinction; both categories utilize the exact same physical assessment scoring tools
(D) Locomotor disability is often static, whereas MS may be progressive, requiring periodic reassessment

108. Which medical specialist is strictly required on the medical board to certify a student with Thalassemia or Hemophilia for a disability certificate?
(A) A certified Orthopedic Surgeon specialist
(B) A Hematologist or Pediatrician
(C) A qualified Ophthalmologist specialist
(D) A registered Clinical Psychologist

109. Which of the following is the correct pair of a condition and its most appropriate classroom accommodation?
(A) Dwarfism - Systematic provision of a Braille writing machine
(B) Leprosy Cured - Daily classroom use of an acoustic hearing aid
(C) Sickle Cell Disease - Free access to a drinking water bottle
(D) Hemophilia - Adapted classroom seating to prevent motor seizures

110. Under the Right to Education (RTE) provisions and the RPWD Act, 2016, if a child with advanced Muscular Dystrophy is entirely bedridden and cannot access a neighborhood school, what is their educational right?
(A) They completely forfeit their statutory right to free and compulsory education
(B) They must be admitted to an adult literacy program
(C) They are legally required to attend a residential special school
(D) They are entitled to Home-Based Education provided by the state

111. What is the most effective strategy for a special educator to use when conducting a "Peer Sensitization" session about a classmate returning after being cured of leprosy?
(A) Facilitating a discussion on empathy, transmission facts, and shared similarities
(B) Showing graphic medical images of the disease to scare the students into strict behavioral compliance
(C) Forcing the cured student to stand in front of the entire class to explain their full medical history
(D) Ignoring the topic completely and strictly enforcing an absolute "no talking" rule during all classes

112. When dealing with the categories of disability that have significant health or medical components (like blood disorders or neurological conditions), what is the "Best Answer" describing the special educator's role?
(A) Acting as the primary medical doctor responsible for diagnosing the underlying physical condition
(B) Liaising and advocating to integrate medical needs seamlessly into the educational environment
(C) Serving solely as a specialized curriculum modifier for students with severe intellectual deficits
(D) Focusing exclusively on entry-level vocational training while completely ignoring academic subjects

NODIA

113. Which of the following is an INCORRECT statement regarding the educational profile of students with blood disorders (Thalassemia, Hemophilia, Sickle Cell)?
(A) They generally have normal intelligence and cognitive potential.
(B) They require significant modifications to the cognitive difficulty of their textbooks.
(C) Their educational progress is heavily impacted by absenteeism due to medical treatments.
(D) They require health-monitoring and emergency care plans at school.

114. The inclusion of Acid Attack Victims in the RPWD Act, 2016, strongly aligns with which Article of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) that mandates States to ensure an inclusive education system at all levels without discrimination?
(A) Article 24
(B) Article 12
(C) Article 33

absence
(C) By forcing her to repeat the entire primary education cycle regardless of her actual academic level
(D) By transferring her administrative records directly to a state juvenile detention facility

99. Under which overarching category of the RPWD Act, 2016, are Hemophilia, Thalassemia, and Sickle Cell Disease grouped?
(A) Locomotor Disability
(B) Multiple Disabilities
(C) Blood Disorders
(D) Chronic Neurological Conditions

100. Identify the correct pair connecting a condition to its primary defining characteristic under the RPWD Act.
(A) Leprosy Cured - Progressive muscle wasting
(B) Mental Illness - Severe intellectual disability from birth
(C) Multiple Sclerosis - Lack of blood clotting factor
(D) Dwarfism - Adult height of 4 feet 10 inches or less

101. When developing an Individualized Education Programme (IEP) for students with fluctuating conditions like Mental Illness or Multiple Sclerosis, what is a crucial administrative requirement?
(A) The IEP should be written once at admission and never altered regardless of changing health conditions
(B) The IEP must focus exclusively on physical education goals while omitting all academic subjects completely
(C) The IEP must include frequent scheduled reviews to adjust goals based on current health status
(D) The IEP must completely excuse the child from obeying all general school rules and disciplinary codes

102. Under the Inclusive Education component of Samagra Shiksha, a student with severe Muscular Dystrophy who cannot walk to school is eligible for which of the following provisions?
(A) A free cochlear implant surgery
(B) Escort or Transport Allowance
(C) Braille literacy kits
(D) Free psychiatric medication

103. Who is the designated authority to issue the disability certificate for an individual seeking a Unique Disability ID (UDID) card for a disability like an acid attack?
(A) The District Collector acting as the chief administrative officer
(B) The School Principal of the government school where enrolled
(C) The State Education Minister heading the Department of Education
(D) The designated Medical Board at the District Hospital (CMHO)

104. A teacher providing specialized therapeutic educational interventions for a child with a Speech and Language Disability in a government resource room must possess qualifications approved by which statutory body?
(A) Rehabilitation Council of India (RCI)
(B) National Council of Educational Research and Training (NCERT)
(C) Medical Council of India (MCI)
(D) State Public Service Commission

105. A student with severe dysarthria (a Speech and Language Disability) is provided with an AAC tablet. What does AAC stand for in special education?
(A) Auditory Accommodation and Control System
(B) Advanced Academic Curriculum Framework
(C) Augmentative and Alternative Communication
(D) Alternative Assessment and Resource Center

106. Which of the following is the best example of providing a "Barrier-Free Environment" for a student with dwarfism?
(A) Modifying school toilets with lower urinals, washbasins, and door handles
(B) Providing all required subject textbooks exclusively in large-print format for daily classroom reading
(C) Installing specialized auditory traffic signals and sound beacons on the main road outside the school
(D) Providing a full-time certified sign language interpreter for all academic classes and school assemblies

107. How does the certification of "Locomotor Disability" (e.g., amputation) generally differ from "Chronic Neurological Conditions" (e.g.,

Downloaded from www.pdf.tube

detailed notes to build a legal case for formal school expulsion
(C) Alternative teaching: The special educator permanently removes the student from the general classroom to a separate isolation room for the full academic year
(D) Team teaching: Both classroom co-teachers simultaneously and loudly reprimand the student in front of peers whenever vocal outbursts occur

123. Transition planning is a critical component of the IEP for a 16-year-old with Muscular Dystrophy. Because the condition is progressive, the transition plan must focus heavily on:
(A) Training extensively for high-stamina physical manual labor jobs and heavy industrial occupations
(B) Preparing the student to compete professionally as an elite high-performance national athlete
(C) Completely reversing the underlying muscular wasting disease through daily intense physical therapy
(D) Identifying sedentary technology jobs and planning for mobility aids and workplace access

124. Under Section 34 of the RPWD Act, 2016, what is the total percentage of reservation in government employment mandated for persons with benchmark disabilities, encompassing these newly added categories?
(A) 3%
(B) 4%
(C) 5%
(D) 10%

125. A student with a Chronic Neurological Condition has developed severe dysarthria and can no longer speak intelligibly. What is the most appropriate low-tech Augmentative and Alternative Communication (AAC) device a special educator should introduce first?
(A) A highly complex digital eye-tracking computer software system
(B) A traditional mechanical Braille slate and metal writing stylus tool
(C) A picture exchange communication system (PECS) or alphabet board
(D) A standard behind-the-ear digital acoustic hearing aid device

126. If a government school illegally denies admission to a child on the grounds that they are an Acid Attack Victim, which statutory authority has the direct power to investigate and take action under the RPWD Act, 2016?
(A) The Rehabilitation Council of India
(B) The Board of Secondary Education
(C) The National Council for Teacher Education (NCTE)
(D) The State Commissioner for Persons with Disabilities

127. Identify the correct pair regarding the grouping of disabilities under the RPWD Act, 2016:
(A) Multiple Sclerosis and Parkinson's Disease - Chronic Neurological Conditions
(B) Hemophilia and Thalassemia - Locomotor Disability Categorization Category
(C) Acid Attack Victims and Dwarfism - Blood Disorders Categorization Category
(D) Leprosy Cured and Muscular Dystrophy - Mental Behaviour Categorization

NODIA

128. What is the most appropriate first step in the special education process when a previously neurotypical 12-year-old student returns to school with a new diagnosis of a progressive Chronic Neurological Condition?
(A) Immediately ordering an expensive motorized wheelchair without prior medical evaluation
(B) Convening a multidisciplinary team meeting to review medical needs and assess educational goals
(C) Placing the student permanently in a segregated special school facility outside the neighborhood
(D) Completely exempting the student from participating in all future academic examinations

129. A regular classroom teacher has a student with severe Hemophilia. Which of the following is the most critical emergency protocol the teacher must be trained to execute?
(A) Performing cardiopulmonary resuscitation (CPR) for unexpected sudden cardiac arrest events
(B) Recognizing internal bleeding, applying RICE, and calling emergency contacts
(C) Administering daily subcutaneous insulin injections for chronic blood sugar management
(D) Administering a standardized clinical psychological assessment test to measure

17. (D) A is false but R is true
Dwarfism is a bone growth disorder that affects physical height and skeletal proportion without impairing intellectual capacity or brain function. Students with dwarfism do not require cognitive curriculum modifications, as their intellectual abilities match neurotypical peers. Unfounded assumptions regarding mental delays stem from physical appearance rather than actual neurological or cognitive limitations.

18. (A) Arrange ergonomic furniture with footrests and install a step-stool at the drinking fountain
Providing ergonomic seating with adjustable footrests and placing step-stools at water fountains effectively removes physical environmental barriers for students with dwarfism. These practical accommodations eliminate physical strain, promote proper posture, and facilitate independent access to school amenities. Simple physical adaptations uphold the child's dignity while ensuring equal access and full participation in inclusive classrooms.

19. (C) Addressing potential bullying, infantilization, and low self-esteem tied to physical appearance
Adolescents with dwarfism frequently face psychosocial challenges, including peer bullying, teasing, infantilization, and social isolation due to physical appearance. Special educators must prioritize emotional well-being, promote peer empathy, foster self-advocacy skills, and maintain high expectations. Creating a respectful and supportive classroom environment prevents low self-esteem and supports healthy social-emotional development during adolescence.

20. (D) I, II, and III
Standard physical infrastructure in mainstream schools presents multiple environmental barriers for students with dwarfism. High drinking fountains, inaccessible restrooms, oversized classroom desks, and heavy doors restrict daily independence. Modifying physical surroundings through universal design principles, step-stools, adapted seating, and accessible fixtures ensures safety, physical independence, and complete environmental inclusion for short-statured learners.

21. (C) A substantial disorder of thinking, mood, or memory grossly impairing judgment and behaviour
The Rights of Persons with Disabilities Act of 2016 defines mental illness as a substantial disorder of thinking, mood, perception, orientation, or memory. This condition severely impairs judgment, behavior, capacity to recognize reality, or ability to meet the ordinary demands of life, while explicitly excluding mental retardation or intellectual disability from its statutory definition.

22. (B) ID involves arrested cognitive development from birth, while MI involves disrupted psychological functioning
Intellectual disability is characterized by arrested or incomplete cognitive development originating during the developmental period, causing permanent deficits in intellectual and adaptive functioning. Conversely, mental illness refers to psychological, emotional, or psychiatric disorders affecting mood, perception, and thinking that can develop at any life stage and may fluctuate significantly in severity over time.

23. (D) The student's ability to participate and concentrate may vary significantly from day to day or week to week
Mental illness is characterized by fluctuating symptom severity, causing significant variation in a student's emotional stability, energy levels, focus, and participation from day to day. Educators must design flexible instructional plans, incorporate adaptable deadline extensions, and maintain supportive routines to effectively accommodate these natural shifts without compromising the student's overall academic progress or self-esteem.

24. (A) I and II
Supporting students with mental illness requires compassionate educational accommodations such as flexible attendance policies, task modifications during illness relapses, and access to quiet safe spaces for de-escalating anxiety. Forcing students into anxiety-inducing situations like mandatory public speaking exacerbates distress, whereas supportive environmental adaptations promote psychological safety, emotional regulation, and academic continuity.

Click Here to Buy book on Flipkart

STUDYING FROM PDFs?

THINK AGAIN.

If you are studying only from PDFs,
you are wasting valuable time.

Research shows that learning from

PRINTED BOOKS has up to

4× HIGHER RETENTION

than studying from screens.

PRINT BOOK = BETTER MEMORY

PDF = LOWER RETENTION

Those who study from **PRINTED BOOKS**
move **AHEAD.**

Others are left **BEHIND**
in competition.

In competitive exams,
being average is not enough.

STAY ONE STEP AHEAD.

137. Which of the following is a correct statement regarding the application of Section 16 of the RPWD Act, 2016 (Duty of educational institutions) to students with blood disorders and chronic conditions?
(A) Institutions can lawfully deny school admission if they lack a full-time medical hospital on campus
(B) Institutions are strictly required to support only those students who present with severe visible locomotor disabilities
(C) Institutions must provide reasonable accommodation, including attendance flexibility and barrier-free access
(D) Institutions are permitted to charge extra specialized fees to cover the costs of providing accommodations

138. A student recovering from a traumatic brain injury is classified under Speech and Language Disability due to acquired Aphasia. She understands what is said to her but struggles to find the words to reply. Which accommodation is most supportive?
(A) Providing extended wait time and allowing pointing or written keywords
(B) Forcing her to speak significantly faster in class to overcome her expressive speech block
(C) Speaking to her in a very loud tone of voice under the assumption that she is profoundly deaf
(D) Testing her academic knowledge strictly and exclusively through oral viva-voce examination formats

139. Which of the following activities is an EXCEPTION and should be STRICTLY AVOIDED for a student with severe Hemophilia during a physical education class?
(A) Gentle recreational swimming
(B) Stationary exercise cycling
(C) Light physical stretching and yoga
(D) Competitive wrestling and judo

140. To avail of benefits, concessions, and reservations under the RPWD Act, 2016, an individual with any of the 21 specified disabilities (including Dwarfism, Acid Attack Victims, or Blood Disorders) must possess a "Benchmark Disability." What does this legally mean?
(A) The disability must be certified at a maximum level of 100% impairment
(B) The disability must be certified at not less than 40%
(C) The individual must be entirely bedridden and unable to move independently
(D) The individual must officially be classified as living below the poverty line

****

Downloaded from www.pdf.tube

ANSWERS

1. (C) 21
The Rights of Persons with Disabilities Act of 2016 expanded the recognized categories of disability from seven under the previous 1995 law to twenty-one specified conditions. This broader legislation encompasses physical, visual, hearing, speech, intellectual, and mental disabilities, along with chronic neurological conditions and blood disorders, ensuring comprehensive protection, civil rights, and social inclusion.

2. (A) Dwarfism
Dwarfism was explicitly added as a distinct physical disability category under the Rights of Persons with Disabilities Act of 2016. Under the earlier Persons with Disabilities Act of 1995, dwarfism was not specifically recognized as an independent condition. Its inclusion ensures structured accessibility accommodations, ergonomic adaptations, legal protection, and equal educational opportunities for individuals with short stature.

3. (A) Both A and R are true and R is the correct explanation of A
Persons cured of leprosy are legally recognized under the Rights of Persons with Disabilities Act of 2016 because significant residual physical impairments often remain post-treatment. Nerve damage frequently causes loss of sensation in limbs or eye muscle weakness, resulting in functional limitations, reduced mobility, and occupational challenges, which directly justify their inclusion under statutory disability support.

4. (D) Loss of sensation in hands or feet along with paresis in the eye and eye-lid
Under the Rights of Persons with Disabilities Act of 2016, a leprosy-cured person is defined by residual physical effects remaining after medical cure. These include sensory loss in hands or feet, muscle weakness or paresis in the eye and eyelid, and physical deformities that hinder mobility or prevent engagement in normal economic and daily educational activities.

5. (D) I, II, and III
The statutory definition of a leprosy-cured person includes individuals who have completed medical treatment but exhibit loss of sensation in hands or feet, paresis in the eye or eyelid, or extreme physical deformities. These physical manifestations severely restrict mobility, daily physical functionality, and participation in standard economic activities, necessitating comprehensive support and inclusive accommodations.

NQDIA

6. (B) Social stigma and attitudinal barriers from peers and the community
Social stigma and widespread public misconceptions regarding contagion represent the primary barriers preventing children affected by leprosy from accessing inclusive education. Although medical cure eliminates transmission, deep-seated prejudice and fear among peers, parents, and community members lead to social isolation, requiring targeted awareness initiatives, peer sensitization, and strong institutional anti-discrimination measures in schools.

7. (D) Providing adapted writing tools like pencil grips or digital typing alternatives
When fine motor sensation in fingers is impaired due to leprosy, providing tactile accommodations such as modified pencil grips, thick writing instruments, or digital speech-to-text keyboards represents the most appropriate educational adaptation. These ergonomic adjustments preserve academic participation, allowing students to complete written tasks independently without requiring complete exemption or segregation from regular classroom activities.

8. (A) Conduct a peer-awareness session explaining that the condition is cured and non-communicable
Conducting an immediate awareness and sensitization session educates peers about leprosy, addressing false beliefs regarding contagion and social transmission. Presenting clear medical facts fosters empathy, breaks down social barriers, and promotes authentic classroom inclusion. Segregation or punitive measures fail to address underlying prejudices, whereas open communication creates a supportive and non-discriminatory environment for all learners.

9. (C) Chronic demyelination of the central nervous system
The statutory criteria for defining a leprosy-cured individual focus on peripheral nerve damage, loss of tactile sensation, physical deformity, and facial paresis following medical treatment. Chronic demyelination of the central nervous system is characteristic of Multiple Sclerosis rather than leprosy, making central nerve sheath damage completely distinct from the diagnostic parameters established for leprosy-cured individuals.

10. (A) Stigma reduction, barrier-free access, and psychosocial support
Special educators working with leprosy-cured individuals focus primarily on dismantling societal stigma, ensuring physical and instructional accessibility, and providing psychosocial counseling. Since cognitive abilities remain intact, educational support centers on creating an accepting classroom atmosphere, providing fine motor accommodations, advocating for equal participation, and enhancing emotional resilience rather than modifying fundamental intellectual learning targets.

11. (D) Reduced thermal and tactile sensation, risking accidental burns or injuries
Peripheral nerve damage from leprosy often results in reduced thermal and tactile sensation in hands and fingers. During practical science experiments or laboratory tasks, students may fail to perceive extreme heat, sharp edges, or hazardous chemicals. Educators must implement safety adaptations, thermal insulated gloves, or adapted equipment to prevent accidental injuries and ensure physical safety.

12. (B) I, II, and IV
Under the Rights of Persons with Disabilities Act of 2016, leprosy-cured individuals are categorized under locomotor disability. The definition encompasses those with manifest deformities, facial paresis, or severe physical limitations preventing normal economic activity. Active infectious cases requiring primary medical treatment are excluded from this specific disability certification until medical cure has been fully established.

13. (C) Facilitating ongoing dialogue with the School Management Committee to foster an inclusive culture
Engaging with the School Management Committee enables special educators to address community prejudices, educate local stakeholders, and build inclusive institutional policies. Continuous dialogue with parents, teachers, and local representatives creates a supportive atmosphere, dispels infectious disease myths, protects student dignity, and ensures long-term mainstreaming without resorting to physical segregation, academic isolation, or educational exclusion.

14. (D) They require no cognitive curricular modification, needing only social-emotional support with peers
Leprosy impacts peripheral nerves and physical structures without impairing brain development or intellectual function. Consequently, students require no cognitive curricular modifications or simplified academic materials. Educational intervention focuses primarily on fostering peer acceptance, offering psychosocial support, dispelling social stigma, and providing physical fine motor accommodations if sensory loss or joint deformities affect handwriting.

15. (C) 4 feet 10 inches (147 cm)
The Rights of Persons with Disabilities Act of 2016 explicitly defines dwarfism as a genetic or medical condition resulting in an adult height of four feet ten inches, or 147 centimeters, or less. This statutory height threshold categorizes dwarfism under locomotor disabilities, granting eligible individuals legal rights, structural accessibility modifications, and affirmative action benefits.

16. (B) Lowering the height of chalkboards, washbasins, and library shelves
Dwarfism primarily affects physical stature and reaching capability without impairing hearing, vision, or cognitive function. Universal design modifications such as lowering chalkboards, washbasins, light switches, and library shelves directly address physical height barriers. These structural environmental adaptations promote independence, active physical participation, and complete architectural accessibility for students within mainstream educational settings.

Click Here to Buy book on Amazon

uninterrupted educational continuity. Flexible learning pathways prevent academic falling behind during medical absences while honoring the student's need for physical rest and treatment recovery during exacerbation periods.

52. (D) Parkinson's Disease - Blood clotting deficiency
Parkinson's Disease is a progressive chronic neurological condition characterized by resting tremors, bradykinesia, muscle rigidity, and postural instability caused by dopamine deficiency in the brain. It is not a blood clotting disorder. Blood clotting deficiencies, such as hemophilia, are categorized separately under blood disorders in disability legislation.

53. (C) Allow a scheduled rest period in a cool, quiet room without grade penalty
Fatigue in Multiple Sclerosis is a profound neurological symptom caused by central nervous system damage, distinct from ordinary tiredness. When a student reports severe fatigue, educators should provide a scheduled rest break in a cool, quiet space without academic penalty. Pushing through neurological fatigue exacerbates symptoms and impairs cognitive function.

54. (A) I and II
Multiple Sclerosis can cause subtle cognitive changes, primarily impacting information processing speed, complex attention, executive functioning, and short-term memory retrieval. However, it does not cause severe, profound intellectual disability. Recognizing specific cognitive processing delays enables educators to grant extended examination time, break instructions into manageable steps, and provide structured notes.

55. (D) Autism Spectrum Disorder
Autism Spectrum Disorder is explicitly classified under its own distinct legal category in the Rights of Persons with Disabilities Act of 2016, separate from Chronic Neurological Conditions. While Multiple Sclerosis and Parkinson's Disease fall under chronic neurological conditions, neurodevelopmental conditions like autism are recognized independently to address their unique educational and behavioral needs.

56. (A) Provide large-print materials, high-contrast worksheets, and audio recordings
Optic neuritis in Multiple Sclerosis causes temporary visual impairment, such as blurred vision or dimness. Immediate classroom accommodations should include providing large-print reading materials, high-contrast digital worksheets, and audio recordings. These temporary instructional modifications preserve academic access without making premature changes to long-term educational placements or switching permanently to Braille instruction.

57. (C) Chronic Neurological Condition
Parkinson's Disease is legally categorized as a Chronic Neurological Condition under the Schedule of the Rights of Persons with Disabilities Act of 2016. It is a progressive neurodegenerative disorder primarily affecting the central nervous system, leading to characteristic motor symptoms including resting tremors, slowness of movement, muscle rigidity, and balance difficulties.

58. (A) It may affect adult learners, vocational rehabilitation students, or school staff
Knowledge of Parkinson's Disease is essential for educators and school administrators involved in adult education, vocational rehabilitation programs, higher education, and staff support. Understanding its progressive motor symptoms, speech hypophonia, and mobility challenges ensures reasonable workplace accommodations, barrier-free physical environments, and appropriate adaptive technology implementation across diverse educational and professional settings.

NODIA

59. (D) I, II, and III
Parkinson's Disease is characterized by cardinal motor symptoms including resting tremors, bradykinesia (slowness of movement execution), muscle rigidity, and postural instability. These neurological manifestations impair manual writing dexterity, speech volume, and physical gait, requiring targeted educational accommodations such as speech amplification devices, adapted writing tools, and accessible physical pathways.

60. (B) Provide a voice amplifier and alternative assessment formats requiring minimal handwriting
Providing voice amplifiers and alternative evaluation formats fulfills statutory mandates for

25. (C) Allow the student to go with an escort to a quiet safe space to utilize established coping strategies
During acute panic attacks or severe anxiety episodes, the immediate priority is removing the student from the stressor and escorting them to a safe, quiet environment. Allowing the student to apply taught self-regulation strategies restores emotional equilibrium. Punitive measures or forcing exam completion heighten trauma, whereas calm, supportive de-escalation ensures psychological well-being.

26. (A) Prioritize core concepts, modify workload, and design a gradual re-entry plan to reduce academic stress
Returning to school after a psychiatric absence can cause immense academic stress. Special educators and general teachers should collaborate to prioritize essential learning outcomes, adjust assignment deadlines, and structure a gradual re-entry plan. Reducing initial workload prevents overwhelming anxiety, supports emotional recovery, and promotes successful long-term educational retention within an inclusive environment.

27. (D) Mental illness always results in violent and dangerous behaviour in the classroom.
Assuming that mental illness consistently leads to violent or dangerous behavior is an incorrect stereotype that perpetuates harmful social stigma. Most students with mental health conditions exhibit internalized symptoms such as anxiety, withdrawal, or fatigue. Understanding that mental illness affects emotional regulation rather than inherently driving aggression enables educators to provide empathetic, evidence-based accommodations.

28. (B) Coordination between special educators, counselors, parents, and psychiatric professionals
Effective management of mental illness in school settings requires multidisciplinary collaboration among special educators, general teachers, school counselors, parents, and mental health clinicians. Coordinated support ensures aligned therapeutic and academic strategies, early recognition of symptom relapse, consistent home-school communication, and holistic accommodations tailored to the student's dynamic cognitive, emotional, and social needs.

29. (C) Locomotor Disability
Under the Rights of Persons with Disabilities Act of 2016, Muscular Dystrophy is classified as a specific condition within the broader category of locomotor disability. Because it leads to physical weakness, motor impairment, and reduced bodily mobility, statutory recognition under locomotor disability ensures access to physical adaptations, assistive mobility devices, and educational rights.

30. (D) It is a progressive condition of increasing muscle weakness requiring ongoing adaptation of accommodations
Muscular Dystrophy is a progressive genetic disorder characterized by increasing muscle degeneration over time, unlike static physical conditions such as polio. Educational planning must remain dynamic, continually re-evaluating physical adaptations, handwriting supports, energy conservation techniques, and wheelchair accessibility to match the student's changing physical capabilities and support long-term learning continuity.

31. (A) I, II, and III
Muscular Dystrophy comprises hereditary genetic disorders marked by progressive degeneration and weakness of skeletal muscles controlling voluntary movement. This ongoing loss of physical strength reduces independent mobility, requiring adapted physical environments and assistive devices. The condition affects muscle tissue directly, without causing primary sensory losses like sensorineural hearing impairment or visual deficits.

32. (D) A is false but R is true
Muscular Dystrophy is fundamentally a neuromuscular condition affecting muscle fibers rather than a cognitive disorder or intellectual disability. Most children with Duchenne Muscular Dystrophy possess normal cognitive capabilities and follow the standard curriculum, requiring physical accessibility adaptations, fine motor support, and fatigue management rather than cognitive modifications or simplified academic targets.

33. (B) Relocate his class to the ground floor and provide rest breaks to manage fatigue
Relocating the student's classroom to the ground floor and incorporating scheduled rest periods directly eliminates physical barriers and manages fatigue. Schools are legally obligated

Downloaded from www.pdf.tube

intelligence

130. While Dwarfism and Acid Attack Victims present with highly visible physical differences, conditions like Mental Illness, early-stage Multiple Sclerosis, and Blood Disorders are often termed:
(A) Invisible or Hidden Disabilities
(B) Imaginary or Non-existent Disabilities
(C) Cured or Temporary Disabilities
(D) Intellectual or Cognitive Disabilities

131. Which of the following statements is true regarding disability certification for fluctuating or progressive conditions like Mental Illness or Muscular Dystrophy in India?
(A) They are always issued a permanent disability certificate valid for life starting from day one
(B) They are completely ineligible for receiving official disability certificates under Indian law
(C) Medical boards may issue temporary certificates requiring periodic reassessment as conditions change
(D) Certification can strictly and exclusively be completed by the head school principal alone

132. A Class VI student with Dwarfism struggles to participate in science laboratory experiments because the lab benches are too high. What is the most legally compliant and inclusive solution?
(A) Tell the student to copy laboratory notes from a classmate instead of participating in the experiment
(B) Excuse the student completely from participating in all required science practical lab sessions
(C) Ask the parents to come and physically assist the child throughout all scheduled lab hours
(D) Provide a stable, custom-built standing platform with safety rails at the lab bench

133. What is the most significant barrier to the successful community integration of persons cured of leprosy, and how is it addressed in special education?
(A) Lack of inherent cognitive ability; addressed by teaching basic functional life skills daily
(B) Complete lack of motor mobility; addressed by providing high-powered motorized wheelchairs
(C) Attitudinal barriers and societal stigma; addressed through sensitization and inclusive schooling
(D) Total visual blindness; addressed exclusively through comprehensive Braille instruction programs

134. Which of the following environmental factors is a known trigger for a vaso-occlusive pain crisis in a student with Sickle Cell Disease, which a teacher should actively monitor and avoid?
(A) Continuous exposure to direct bright sunlight during classroom hours
(B) Exposure to extreme cold, dehydration, or physical overexertion
(C) Listening to high-volume loud music during physical education
(D) Eating high-calorie sugary foods and snacks during lunch breaks

135. The term "neurodegenerative" is often applied to conditions like Parkinson's Disease and Multiple Sclerosis. In an educational or vocational rehabilitation context, this means:
(A) The individual's physiological abilities will spontaneously improve over time without intervention
(B) The individual will inevitably develop severe non-verbal autism spectrum disorder in adulthood
(C) The condition exclusively affects the skeletal bones without involving any nerve tissue damage
(D) The individual experiences gradual loss of function over time, requiring continuous reassessment

136. A special educator is using "Task Analysis" to teach a daily living skill to a student with Muscular Dystrophy whose upper body strength is declining. How should the task analysis be adjusted?
(A) By breaking tasks into smaller steps using assistive devices requiring less muscle force
(B) By demanding that the student perform the physical task faster in order to build overall muscle strength
(C) By replacing the physical task entirely with a complex, highly demanding cognitive mathematics problem
(D) By penalizing or punishing the student whenever they fail to complete the physical task independently

NODIA

physical strength, posture, range of motion, and joint mobility to recommend appropriate ergonomic seating, adaptive writing instruments, mobility aids, and positioning strategies that optimize comfort, prevent physical deformities, and support active classroom engagement.

43. (D) Multiple Sclerosis and Parkinson's Disease
The Rights of Persons with Disabilities Act of 2016 explicitly establishes "Chronic Neurological Conditions" as a distinct disability category, placing Multiple Sclerosis and Parkinson's Disease under this classification. Both conditions involve progressive dysfunction of the central nervous system, causing motor, sensory, and fatigue-related impairments that require structured accommodations and medical management.

44. (A) I and II
Multiple Sclerosis and Parkinson's Disease are statutory conditions grouped under Chronic Neurological Conditions in the Rights of Persons with Disabilities Act of 2016. In contrast, Sickle Cell Disease is legally classified under blood disorders. Recognizing these distinctions ensures appropriate educational strategies, medical accommodations, and statutory benefits tailored to each condition.

45. (C) Unpredictable exacerbations and remissions affecting attendance and stamina
Multiple Sclerosis is characterized by unpredictable cycles of symptom exacerbation and remission, leading to fluctuating physical stamina, cognitive processing speed, and school attendance. Educators must implement flexible attendance policies, provide recorded lessons, adjust assignment deadlines, and maintain adaptable instructional goals to support continuous academic progress throughout variable periods of health and flare-ups.

46. (D) Allow the use of a laptop/tablet for notes and provide a scribe for exams
Hand tremors from chronic neuropathies cause fine motor fatigue and legibility issues during written tasks. Adapting instruction by allowing laptops, tablets, or voice-to-text tools for note-taking and providing scribes during examinations bypasses physical motor barriers. This accommodation preserves academic evaluation accuracy, ensuring the student's intellect is assessed fairly without causing pain.

47. (A) An inflammatory disease damaging myelin sheaths around central nerves
Multiple Sclerosis is an autoimmune inflammatory disorder characterized by progressive damage to the protective myelin sheaths surrounding nerve fibers in the central nervous system. This demyelination disrupts electrical signal transmission between the brain and body, resulting in dynamic motor weakness, sensory disturbances, visual issues, chronic fatigue, and occasional cognitive processing challenges.

48. (B) Extreme, debilitating fatigue and visual disturbances
Pediatric Multiple Sclerosis manifests through demyelination within the central nervous system, frequently causing severe, debilitating fatigue and visual disturbances like optic neuritis or double vision. Teachers observing sudden unexplained fatigue, difficulty reading classroom boards, or balance issues should collaborate with medical professionals to adjust physical stamina expectations and provide visual accommodations.

49. (A) I, II, and III
Common manifestations of Multiple Sclerosis include extreme physical fatigue, optic neuritis causing blurred vision, and motor weakness or coordination difficulties. These neurological symptoms require classroom adjustments such as enlarged print, frequent rest breaks, and accessible physical arrangements. Outbursts of aggressive behavior are not characteristic symptoms of the underlying neurological demyelination process.

50. (A) Both A and R are true and R is the correct explanation of A
Students with Multiple Sclerosis experience heightened lassitude and fatigue that progressively worsen throughout the day, often exacerbated by ambient heat and physical effort. Scheduling cognitively demanding academic subjects during morning hours optimizes focus and performance when energy levels are highest, effectively minimizing the impact of neurological fatigue on academic achievement.

51. (C) Providing options to access recorded lessons or remote learning during flare-ups
Because Multiple Sclerosis involves unpredictable flare-ups and remissions, providing access to recorded classroom lectures, digital learning materials, and remote study options ensures

Click Here to Buy book on Flipkart

under inclusive education frameworks to provide reasonable accommodations. Ground-floor placement ensures safe, dignified, and continuous access to learning without imposing unnecessary physical exertion or segregating the student.

34. (A) Muscular Dystrophy
Energy conservation is a vital accommodation strategy for students with Muscular Dystrophy due to progressive muscle weakness and systemic physical fatigue. Implementing strategies like extra time for transitions, reduced writing demands, accessible seating, and scheduled rest periods preserves physical stamina, allowing students to focus their energy on academic learning throughout the school day.

35. (C) Muscular Dystrophy - Defect or absence of the protein dystrophin
Muscular Dystrophy is caused by genetic mutations that lead to a defect in or absence of dystrophin, a crucial structural protein required for maintaining muscle cell integrity. Without functional dystrophin, muscle fibers suffer progressive damage and degeneration over time, leading to gradual loss of physical mobility and voluntary muscular strength.

36. (D) Moving from manual writing to speech-to-text tools and transitioning to a motorized wheelchair
As Muscular Dystrophy progresses into adolescence, students experience increasing upper body and lower body weakness. Transitioning from manual writing to speech-to-text software, digital keyboards, and motorized wheelchairs represents an essential technological shift. These assistive devices preserve functional independence, enable effective communication, and ensure continued access to secondary educational opportunities.

37. (C) Sensory processing (vision and hearing)
Muscular Dystrophy specifically affects muscle tissue and voluntary movement, resulting in progressive gross motor loss, fine motor impairments, and respiratory complications in advanced stages. Sensory processing systems, including vision and hearing, are not directly impaired by the disorder. Educational planning focuses on physical motor accommodations rather than sensory instructional modifications or adaptations.

38. (D) I, II, and III
Accommodating advanced Muscular Dystrophy requires comprehensive physical and instructional adjustments. Providing scribes or assistive digital speech tools compensates for fine motor fatigue during exams. Wheelchair-accessible desks and ground-floor access ensure mobility, while modified physical education focusing on gentle range-of-motion activities maintains social inclusion and physical well-being without causing physical exhaustion.

39. (D) A specific genetic mutation affecting essential muscle protein production
Muscular Dystrophy is fundamentally caused by inherited or spontaneous genetic mutations that impair the production of essential muscle proteins, particularly dystrophin. This protein deficiency prevents muscle fiber maintenance and repair, leading to progressive degeneration of voluntary skeletal muscles. The disorder is strictly genetic, rather than the result of infections, malnutrition, or trauma.

40. (A) Constructing ramps with handrails to ensure access to classrooms and toilets
Utilizing inclusive education funds to construct ramps with handrails and modify toilet facilities directly eliminates architectural barriers for students using wheelchairs due to Muscular Dystrophy. Creating a physically accessible environment fulfills statutory mandates under the Rights of Persons with Disabilities Act, ensuring safe mobility, personal independence, and equal educational access.

41. (C) Leprosy Cured - Chronic Neurological Condition
Under the Rights of Persons with Disabilities Act of 2016, leprosy cured is classified under the overarching category of locomotor disability, rather than chronic neurological conditions. Chronic neurological conditions specifically include Multiple Sclerosis and Parkinson's Disease, whereas leprosy-cured status relates to physical deformities and peripheral sensory loss impacting physical movement and manual dexterity.

42. (A) Occupational Therapist / Physiotherapist
Occupational therapists and physiotherapists provide essential expertise when designing Individualized Education Programmes for students with Muscular Dystrophy. They evaluate

NODIA

reasonable accommodation under disability law. For individuals with Parkinson's Disease, these provisions directly manage speech hypophonia and hand tremors, preserving professional dignity and functional capability without forcing early retirement or imposing inappropriate physical reassignments.

61. (C) A weighted pen or a keyboard with a protective keyguard against tremors
For learners experiencing parkinsonian hand tremors, weighted writing utensils and computer keyboards equipped with keyguards serve as effective assistive technology tools. The added weight dampens involuntary motor oscillations, while keyguards prevent accidental keystrokes, enabling accurate written output, enhanced note-taking efficiency, and sustained academic participation in secondary and vocational settings.

62. (D) A permanent disability from organic or neurological causes like laryngectomy or aphasia affecting speech and language
The Rights of Persons with Disabilities Act of 2016 defines Speech and Language Disability as a permanent impairment arising from organic or neurological causes. Conditions such as severe aphasia or laryngectomy significantly affect structural speech components, voice production, or language comprehension, establishing a distinct category of physical and communication disability.

63. (A) Speech and Language Disability is categorized independently of secondary hearing loss
The Rights of Persons with Disabilities Act of 2016 differentiates primary Speech and Language Disability from communication issues caused by hearing impairment. Speech and language disability arises independently from neurological or organic structural causes like stroke, traumatic brain injury, or vocal cord laryngectomy, rather than as a secondary consequence of sensorineural hearing loss.

64. (A) I, II, and III
Speech and Language Disability encompasses organic and neurological conditions affecting speech production and comprehension, including aphasia, dysarthria, and laryngectomy. Sensorineural hearing loss is excluded from this specific category because hearing impairment is classified as an independent sensory disability category under the Rights of Persons with Disabilities Act of 2016.

65. (D) A is false but R is true
Expressive aphasia impairs spoken language production without intrinsically diminishing underlying cognitive intelligence. Assessing a child with expressive aphasia using heavily verbal intelligence tests produces invalid results by confounding speech limitations with cognitive capacity. Non-verbal assessment tools must be utilized to accurately measure intellectual potential without language-based measurement bias.

66. (A) Provide an AAC device, such as a text-to-speech tablet, for class discussions
Providing Augmentative and Alternative Communication devices, such as text-to-speech tablets, enables students with dysarthria to express their thoughts clearly in class. Since cognitive and written language abilities remain intact, alternative output methods eliminate speech clarity barriers, promoting active participation, peer interaction, and full inclusion without resorting to exclusion or placement changes.

67. (C) Aphasia - Neurological language disorder affecting speech production or comprehension
Aphasia is an acquired neurological language disorder caused by damage to brain centers responsible for language, affecting speech production, reading, writing, or auditory comprehension. It is correctly paired with its defining neurological characteristic, distinguishing it from physical speech articulation disorders like dysarthria or structural vocal cord conditions like laryngectomy.

NODIA

68. (D) Audiologist and Speech-Language Pathologist
Special educators supporting students with Speech and Language Disabilities collaborate closely with Rehabilitation Council of India-registered Audiologists and Speech-Language Pathologists. These specialized clinical professionals conduct diagnostic evaluations, design targeted articulation or language remediation therapy, recommend augmentative communication devices, and help integrate functional communication goals into the student's Individualized Education Programme.

boards, or using gestures, reduces performance anxiety, respects cognitive intelligence, and facilitates active classroom participation without forcing spoken speed.

139. (D) Competitive wrestling and judo
High-impact contact sports such as competitive wrestling and judo must be strictly avoided for students with severe Hemophilia. Body contact and severe blunt force trauma carry extremely high risks of causing deep muscle hemorrhages, head trauma, and life-threatening internal joint bleeding. Safe physical education options focus on non-contact activities like swimming or walking.

140. (B) The disability must be certified at not less than 40%
Under the Rights of Persons with Disabilities Act of 2016, a benchmark disability legally defined requires a person to possess not less than forty percent of a specified disability, as certified by an authorized medical board. Achieving benchmark status establishes legal eligibility for government employment reservations, educational quotas, schemes, and statutory concessions.

****

Downloaded from www.pdf.tube

external bleeding following injuries, as well as spontaneous bleeding into joints and muscles.

78. (D) Blood clotting proteins (Factor VIII or IX)
Hemophilia is an X-linked recessive genetic disorder caused by a deficiency in specific blood coagulation proteins, primarily Factor VIII in Hemophilia A or Factor IX in Hemophilia B. This factor deficiency impairs the normal clotting cascade, leading to prolonged bleeding times, soft tissue hemorrhages, and painful joint swellings.

79. (A) I, II, and III
Safety protocols for students with Hemophilia require prohibiting high-impact contact sports, training school staff in emergency bleeding first aid, and immediately notifying parents after head bumps or joint injuries. Physical isolation in padded rooms is restrictive, unnecessary, and contrary to inclusive education principles that emphasize safe participation within regular environments.

80. (B) Consult parents and physicians to select safe non-contact activities like swimming or gentle stretching
Inclusive physical education for a student with Hemophilia involves collaborating with parents and healthcare providers to select low-impact, non-contact physical activities like recreational swimming or stretching. This approach promotes physical fitness, peer engagement, and motor development while effectively safeguarding the student against joint trauma, internal bleeding, and accidental injury.

81. (B) The condition causes severe cognitive and intellectual regression over time.
Hemophilia is exclusively a hematological disorder affecting blood coagulation and does not cause cognitive decline or intellectual disability. Students possess intact intellectual capacities. While periodic absences for clotting factor infusions or joint pain management may occur, academic performance is supported through flexible attendance and makeup learning opportunities rather than cognitive modifications.

82. (A) An Individualized Healthcare Plan (IHP) detailing emergency protocols and contact numbers
Incorporating an Individualized Healthcare Plan into the educational record of a student with Hemophilia is non-negotiable. The health plan outlines specific emergency protocols, localized injury management steps, factor infusion instructions, and emergency contact details, ensuring school personnel respond swiftly and safely to accidental trauma or severe internal bleeding incidents.

83. (C) Bleeding into joints can cause pain and swelling, making walking or writing difficult on certain days
Spontaneous bleeding into deep joints, such as knees, ankles, and elbows, represents a common physical complication of Hemophilia. These joint hemorrhages cause acute pain, swelling, and temporary mobility loss, making walking or fine motor tasks like handwriting difficult. Educators must provide temporary physical accommodations, ergonomics, and extra writing time.

84. (D) Apply ice, immobilize the joint, contact parents immediately, and execute the emergency health plan
Bumping a joint can cause severe internal bleeding in a child with Hemophilia, even without external skin cuts. The correct immediate protocol involves applying cold compresses, immobilizing the limb, notifying parents right away, and executing established emergency medical procedures to facilitate rapid intravenous clotting factor administration and prevent permanent joint damage.

NODIA

85. (C) A hemolytic disorder marked by chronic anemia, painful crises, and tissue or organ damage
The Rights of Persons with Disabilities Act of 2016 defines Sickle Cell Disease as a hereditary hemolytic disorder characterized by chronic anemia, painful vaso-occlusive crises, high susceptibility to infections, and potential organ damage. Abnormal hemoglobin causes red blood cells to distort into rigid sickle shapes, obstructing normal microvascular blood flow.

69. (C) Speech articulation errors entirely due to a 90 dB hearing loss since birth
Speech articulation errors arising directly from a profound congenital hearing loss of 90 dB are categorized under Hearing Impairment rather than Speech and Language Disability. Under disability law, speech and language disability applies specifically to speech or language deficits resulting from primary organic or neurological pathologies, excluding secondary speech impacts caused by hearing loss.

70. (B) Allow time to finish without interruption, address peer behavior separately, and use paired reading
Supporting a student with stuttering requires patience and a calm classroom atmosphere. Allowing the student to complete oral reading without interruption prevents heightened anxiety and speech dysfluency. Addressing peer behavior privately and implementing cooperative paired reading strategies builds classroom empathy, maintains student self-esteem, and promotes an inclusive learning environment for all participants.

71. (D) Inherited blood disorders characterized by reduced or absent amounts of hemoglobin
The Rights of Persons with Disabilities Act of 2016 defines Thalassemia as a group of inherited autosomal recessive blood disorders characterized by reduced or absent production of normal hemoglobin. This defective hemoglobin synthesis leads to chronic destruction of red blood cells, severe anemia, fatigue, and reliance on lifelong medical blood transfusions.

72. (A) Regular blood transfusions requiring hospital visits every 2 to 4 weeks
Students diagnosed with Thalassemia Major require mandatory blood transfusions every two to four weeks to maintain adequate hemoglobin levels and prevent severe metabolic complications. These recurring clinical procedures require planned medical absences from school, necessitating flexible attendance policies, home study support, and modified assessment schedules within the educational framework.

73. (A) I and II
Essential educational accommodations for students with Thalassemia Major include implementing flexible attendance policies for hospital transfusion appointments and exempting students from strenuous physical activity during pre-transfusion anemia periods. Since intellectual capabilities remain unaffected, complete exemption from academic examinations is unnecessary and inappropriate for ensuring equitable educational progress.

74. (A) Reschedule the formative assessment or offer an alternative assessment option
Under inclusive education principles, schools must accommodate medical treatments by rescheduling assessments or providing alternative evaluation formats for students missing school due to blood transfusions. Penalizing students with zero marks or suggesting open schooling violates statutory rights to equal educational opportunity and non-discrimination guaranteed under national disability legislation.

75. (D) Extreme pallor, lethargy, fatigue, and poor academic concentration
Severe anemia caused by insufficient healthy hemoglobin in Thalassemia manifests physically as extreme skin pallor, chronic lethargy, systemic fatigue, and reduced classroom concentration. Educators recognizing these signs should adjust academic workload, permit short rest breaks, and ensure access to hydration, supporting the student's learning capacity during pre-transfusion anemia phases.

76. (B) Liaising between family, healthcare professionals, and teachers for health and educational continuity
The primary responsibility of a special educator for students with blood disorders like Thalassemia involves serving as a liaison between families, medical personnel, and general classroom teachers. Facilitating ongoing communication ensures instructional continuity during medical absences, monitors health accommodations, supports academic catch-up plans, and promotes an inclusive, empathetic learning environment.

77. (C) Blood clotting and coagulation mechanisms, causing uncontrolled bleeding
Hemophilia is defined under the Rights of Persons with Disabilities Act of 2016 as an inherited bleeding disorder that impairs the body's normal blood clotting mechanism. Due to missing or defective coagulation proteins, individuals experience prolonged internal or

Click Here to Buy book on Amazon

supporting the survivor's social-emotional re-entry and successful academic reintegration without causing isolation.

95. (A) Fostering a school culture of zero discrimination, peer-buddy systems, and diversity
Creating an inclusive educational climate for acid attack survivors requires building a school culture rooted in zero discrimination, active peer-buddy support systems, and respect for diversity. Unnecessary academic isolation or waiving learning standards out of pity diminishes independence, whereas social-emotional support and equal academic opportunities foster genuine inclusion and empowerment.

96. (B) The category strictly falls under "Mental Behaviour" because of the trauma involved.
Under the Rights of Persons with Disabilities Act of 2016, acid attack victims are categorized under physical disability within the locomotor disability group, rather than mental behavior. While psychological trauma often accompanies physical burns, the legal classification focuses on structural disfigurement, tissue damage, scar contractures, and associated motor or sensory impairments.

97. (B) Contractures restrict her range of motion, making board work or writing difficult over long periods
Severe scar contractures cause permanent tightening of skin and underlying muscle tissues, significantly restricting physical joint mobility around the neck, shoulders, and arms. In the classroom, this physical limitation impairs board work, reaching, and handwriting speed over extended periods, necessitating ergonomic adaptations, adaptive furniture, and modified writing arrangements.

98. (A) By providing home-based education through an itinerant educator until she is fit to return
When an acid attack survivor requires extended medical absence for reconstructive surgeries and medical treatment, educational continuity is maintained through home-based education delivered by itinerant special educators under inclusive education schemes. This flexible instruction keeps the student academically engaged, preventing learning loss and easing the transition back to regular schooling.

99. (C) Blood Disorders
Hemophilia, Thalassemia, and Sickle Cell Disease are explicitly grouped together under the legal category of "Blood Disorders" in the Schedule of the Rights of Persons with Disabilities Act of 2016. Statutory categorization ensures individuals with chronic hematological conditions receive recognized disability certification, health accommodations, affirmative action, and educational support benefits.

100. (D) Dwarfism - Adult height of 4 feet 10 inches or less
Dwarfism is correctly defined under the Rights of Persons with Disabilities Act of 2016 as a genetic or medical condition resulting in an adult height of four feet ten inches (147 centimeters) or less. This explicit physical measurement differentiates dwarfism legally and functionally from other specified physical, neurological, or hematological disability categories.

101. (C) The IEP must include frequent scheduled reviews to adjust goals based on current health status
Developing Individualized Education Programmes for dynamic or fluctuating conditions like mental illness or Multiple Sclerosis requires incorporating frequent, scheduled reviews. Because cognitive focus, stamina, and psychological health vary over time, regular IEP adjustments ensure educational targets, workload demands, and supportive accommodations remain realistic, flexible, and closely aligned with the student's evolving health status.

102. (B) Escort or Transport Allowance
Under the inclusive education component of Samagra Shiksha, students with severe physical disabilities like progressive Muscular Dystrophy who face severe mobility challenges are entitled to transport or escort allowances. This financial and logistical provision assists families in arranging accessible transportation to neighborhood government schools, guaranteeing physical access to education.

NODIA

103. (D) The designated Medical Board at the District Hospital (CMHO)
Official disability certificates and Unique Disability ID cards are legally issued by the designated Medical Board constituted at district government hospitals, headed by the Chief Medical Health Officer. Educational

121. (C) RPWD Act 2016 - Increases higher education reservation for benchmark disabilities to 5%
The Rights of Persons with Disabilities Act of 2016 specifically increased the statutory reservation in higher educational institutions from three percent to five percent for students with benchmark disabilities. This legislative mandate enhances access to higher learning across all twenty-one recognized disability categories, promoting equitable higher educational opportunities nationwide.

122. (A) One teach, one assist: One delivers the lesson while the other provides quiet proximity support during agitation
Utilizing the "One teach, one assist" co-teaching model effectively supports a student with mental illness during vocal disruptions. While the general teacher maintains continuous lesson delivery, the special educator offers quiet proximity support, de-escalation strategies, or brief calm-down breaks, managing behavioral agitation inclusively without segregating the student or disrupting peers.

123. (D) Identifying sedentary technology jobs and planning for mobility aids and workplace access
Because Muscular Dystrophy is a progressive condition, transition planning for secondary students must focus on long-term sustainability. Emphasizing sedentary technology-based career paths, digital skill development, motorized mobility aids, and workplace physical accessibility ensures career independence and social self-sufficiency as physical muscle strength gradually declines over time.

124. (B) 4%
Section 34 of the Rights of Persons with Disabilities Act of 2016 mandates a minimum of four percent reservation in government employment for persons with benchmark disabilities. This statutory quota encompasses all expanded disability categories, ensuring equitable employment opportunities, career advancement, and economic independence across public sector organizations in India.

125. (C) A picture exchange communication system (PECS) or alphabet board
For a student with severe dysarthria who can no longer speak intelligibly, introducing a low-tech Augmentative and Alternative Communication tool like an alphabet board or picture exchange communication system provides an immediate functional alternative. These non-electronic tools allow students to express thoughts, answer questions, and communicate basic needs independently.

126. (D) The State Commissioner for Persons with Disabilities
Under the Rights of Persons with Disabilities Act of 2016, the State Commissioner for Persons with Disabilities serves as the statutory authority empowered to investigate non-compliance and educational discrimination. Denying school admission to an acid attack victim violates legal mandates, allowing the Commissioner to take corrective action against non-compliant institutions.

127. (A) Multiple Sclerosis and Parkinson's Disease - Chronic Neurological Conditions
Multiple Sclerosis and Parkinson's Disease are accurately paired as Chronic Neurological Conditions under the Schedule of the Rights of Persons with Disabilities Act of 2016. Both conditions stem from central nervous system pathology, leading to progressive motor, sensory, and functional impairments that require specific accommodations and long-term support.

128. (B) Convening a multidisciplinary team meeting to review medical needs and assess educational goals
When a student receives a new diagnosis of a progressive chronic neurological condition, the essential initial step involves convening a multidisciplinary team meeting. Bringing together parents, medical specialists, special educators, and general teachers allows the school to evaluate medical records, assess functional abilities, and design an appropriate Individualized Education Programme.

129. (B) Recognizing internal bleeding, applying RICE, and calling emergency contacts
Classroom teachers instructing students with severe Hemophilia must be trained to recognize signs of internal joint or muscle bleeding, apply immediate initial first aid such as Rest, Ice, Compression, and Elevation, and contact parents immediately. Swift recognition and emergency response prevent chronic joint swelling, long-term tissue damage, and life-threatening hemorrhages.

Downloaded from www.pdf.tube

educator's primary role is serving as a liaison and advocate. Educators coordinate between healthcare providers, families, and school personnel to integrate necessary health management protocols, energy conservation plans, and physical accommodations into the daily educational routine.

113. (B) They require significant modifications to the cognitive difficulty of their textbooks.
Students with blood disorders such as Thalassemia, Hemophilia, or Sickle Cell Disease generally possess neurotypical intelligence and standard cognitive capabilities. Consequently, simplifying core academic content or modifying the cognitive difficulty of textbooks is unnecessary. Educational support focuses instead on flexible attendance policies, health monitoring, emergency protocols, and managing fatigue caused by medical treatments.

114. (A) Article 24
Including diverse disability categories like acid attack victims under national legislation aligns directly with Article 24 of the United Nations Convention on the Rights of Persons with Disabilities. Article 24 mandates that State Parties ensure an inclusive education system at all levels without discrimination, promoting equal opportunity, human dignity, and personal development.

115. (C) By offering multiple means of expression, such as verbal recordings instead of writing when fatigued
Applying Universal Design for Learning principles for a student with Multiple Sclerosis experiencing cognitive fatigue involves providing multiple means of action and expression. Allowing oral recordings, speech-to-text tools, or flexible assignment formats instead of demanding extensive handwriting during fatigue periods maintains academic assessment accuracy while accommodating fluctuating neurological stamina.

116. (D) Audiologist and Speech-Language Pathologist
Evaluating and providing clinical therapy for speech disorders like dysarthria and aphasia is the professional domain of Rehabilitation Council of India-registered Audiologists and Speech-Language Pathologists. These specialists possess specific clinical training to assess speech articulation, motor speech mechanics, and language processing, designing targeted therapeutic exercises to enhance functional communication skills.

117. (C) The local Police Inspector
A core school-based Individualized Education Programme team for a student with clinical depression consists of the special educator, general education teacher, school counselor or psychologist, parents, and student. Law enforcement officers have no educational role on an IEP team, as the focus remains strictly on pedagogical, psychological, and social accommodations.

NODIA

118. (B) Hemophilia - Mandatory participation in competitive contact sports
Mandatory participation in competitive contact sports like football or wrestling is extremely hazardous for a student with Hemophilia due to the grave risk of internal hemorrhages and joint bleeding. Appropriate accommodations focus on non-contact physical activities, such as swimming or light walking, alongside safety plans and emergency injury protocols.

119. (D) Adult onset causing gradual loss of previously acquired functional skills
Neurodegenerative conditions such as Parkinson's Disease and Multiple Sclerosis typically present in adulthood and are characterized by a gradual loss of previously acquired motor, physical, or cognitive functions over time. This contrasts with neurodevelopmental disorders like autism or intellectual disability, which manifest during early childhood developmental periods.

120. (A) It requires a simplified academic curriculum due to cognitive deficits
Dwarfism is exclusively a physical condition affecting long bone growth and overall body stature without impairing brain development or cognitive capacity. Expecting a simplified academic curriculum for dwarfism is incorrect. Educational support focuses instead on physical ergonomic seating adaptations, environmental accessibility adjustments, and psychosocial counseling to address height-related social barriers.

86. (B) Sickle-shaped red blood cells blocking small blood vessels and causing tissue ischemia
Painful vaso-occlusive crises in Sickle Cell Disease occur when rigid, crescent-shaped red blood cells clump together and obstruct capillary blood flow. This vascular blockage starves downstream tissues of oxygen, causing acute tissue ischemia, severe bone and joint pain, inflammation, and potential organ damage requiring immediate pain management and hydration.

87. (D) I, II, and III
Preventing vaso-occlusive pain crises in students with Sickle Cell Disease requires continuous access to drinking water, unrestricted restroom permissions to accommodate high fluid intake, and protection against extreme cold ambient temperatures. These proactive environmental accommodations prevent blood hyperviscosity and cellular sickling, safeguarding student health and maintaining classroom engagement.

88. (A) Uninformed, because high hydration is essential for SCD to prevent painful crises and organ damage
Expressing annoyance at a student with Sickle Cell Disease for drinking water and needing restroom visits reflects an uninformed approach. High fluid consumption dilutes blood, preventing sickle-shaped cells from clumping and causing life-threatening vaso-occlusive crises. Educators must support hydration needs as an essential, non-negotiable medical accommodation under disability guidelines.

89. (C) Thalassemia requires transfusion absences, while Sickle Cell requires managing severe pain crises and hydration
While both conditions are inherited blood disorders affecting hemoglobin, their primary educational impacts differ. Thalassemia management revolves around scheduled hospital absences for regular blood transfusions. Conversely, Sickle Cell Disease requires continuous daily monitoring for vaso-occlusive pain crises, hydration maintenance, temperature control, and emergency care during sudden pain episodes.

90. (A) Absences from vaso-occlusive crises require flexible grading and catch-up support
Students with Sickle Cell Disease frequently experience unpredictable medical absences due to severe vaso-occlusive crises and hospitalizations. Educational institutions must provide flexible attendance options, modified assignment deadlines, and catch-up learning support. Under national disability legislation and right-to-education mandates, dropping students from school rolls due to medical absences is illegal.

91. (D) A person disfigured due to violent or accidental burns caused by acid or corrosive substances
The Rights of Persons with Disabilities Act of 2016 explicitly defines acid attack victims as individuals suffering from physical disfigurement caused by violent or accidental exposure to acid or similar corrosive chemical substances. Inclusion under specified disabilities guarantees legal protections, institutional reservations, barrier-free access, and comprehensive rehabilitation measures.

92. (B) Because physical disfigurement and sensory loss cause stigma, trauma, and educational or employment barriers
Acid attack victims were added to the Rights of Persons with Disabilities Act of 2016 because severe chemical burns inflict intense physical trauma, facial disfigurement, joint contractures, and potential visual or hearing losses. These physical and sensory impairments lead to profound social stigma, emotional isolation, discrimination, and significant educational and employment barriers.

93. (D) I, II, and III
Reintegrating acid attack survivors into educational settings requires holistic support. Essential components include providing specialized trauma counseling, conducting peer and staff sensitization to eradicate social stigma and anti-bullying, and implementing practical classroom accommodations for functional limitations, such as visual impairments or restricted movement from severe scar contractures.

94. (D) Conduct a sensitive peer and staff orientation on empathy, anti-bullying, and acceptance before her arrival
Preparing school staff and peers through sensitivity orientation prior to an acid attack survivor's return is the most critical intervention step. Educating the school community fosters empathy, prevents staring, eliminates bullying, and establishes a safe psychological environment,

Click Here to Buy book on Flipkart

130. (A) Invisible or Hidden Disabilities
Conditions such as mental illness, early-stage Multiple Sclerosis, and blood disorders like thalassemia or hemophilia are often classified as invisible or hidden disabilities. Unlike visible physical conditions, their manifestations are not immediately apparent, requiring educators to maintain heightened awareness, avoid superficial assumptions, and provide necessary medical accommodations proactively.

131. (C) Medical boards may issue temporary certificates requiring periodic reassessment as conditions change
Disability certification for fluctuating or progressive conditions like mental illness or Muscular Dystrophy involves issuing temporary certificates subject to periodic medical reassessment. Because functional impairment levels vary over time, periodic reviews by medical boards ensure that official certification, support services, and statutory concessions remain accurate and aligned with current functional status.

132. (D) Provide a stable, custom-built standing platform with safety rails at the lab bench
Providing a custom-built, stable standing platform equipped with safety rails directly eliminates environmental height barriers in science laboratories for students with dwarfism. This universal design modification grants equal physical access to laboratory apparatus, enabling hands-on experimental participation independently and safely alongside peers without modifying the academic science curriculum.

133. (C) Attitudinal barriers and societal stigma; addressed through sensitization and inclusive schooling
The principal obstacle to community integration for leprosy-cured individuals stems from societal stigma, fear, and attitudinal barriers rather than cognitive deficits. Special education addresses this challenge through peer sensitization programs, community awareness campaigns, and inclusive schooling practices that promote scientific facts, dismantle infectious disease myths, and foster social acceptance.

134. (B) Exposure to extreme cold, dehydration, or physical overexertion
Vaso-occlusive pain crises in students with Sickle Cell Disease are commonly triggered by dehydration, exposure to extreme cold, physical overexertion, and high stress. Educators must actively monitor classroom environments to maintain comfortable temperatures, allow unrestricted water access, and modify physical exertion during gym activities to prevent blood sickling emergencies.

135. (D) The individual experiences gradual loss of function over time, requiring continuous reassessment
In educational and vocational contexts, the term neurodegenerative indicates that an individual will experience progressive neurological decline and gradual loss of functional abilities over time. Teachers and rehabilitation specialists must continuously re-evaluate physical accommodations, assistive technologies, energy conservation strategies, and learning goals to adapt to the student's changing capabilities.

136. (A) By breaking tasks into smaller steps using assistive devices requiring less muscle force
Applying task analysis for a student with progressive Muscular Dystrophy involves breaking daily living skills into smaller steps and incorporating assistive devices that demand minimal physical exertion. Adapting task execution reduces physical strain, conserves muscle energy, and allows the student to maintain functional independence in daily tasks despite declining muscular strength.

137. (C) Institutions must provide reasonable accommodation, including attendance flexibility and barrier-free access
Section 16 of the Rights of Persons with Disabilities Act of 2016 mandates that educational institutions provide inclusive education and reasonable accommodations. Schools must ensure barrier-free physical environments, offer flexible attendance policies for medical treatments, supply adaptive learning materials, and foster an environment free from discrimination for all students with benchmark disabilities.

138. (A) Providing extended wait time and allowing pointing or written keywords
Supporting a student with acquired expressive aphasia involves offering extended processing and response wait times during verbal interactions. Permitting alternative communication modes, such as writing key words, pointing to picture

Downloaded from www.pdf.tube

administrators or political authorities do not possess the statutory authority to perform clinical evaluations or certify benchmark disabilities under the RPWD Act.

104. (A) Rehabilitation Council of India (RCI)
Special educators and therapeutic professionals delivering specialized educational interventions in government resource rooms must hold professional qualifications approved by the Rehabilitation Council of India. As the statutory body regulating disability rehabilitation professionals, the council ensures standardized training quality, ethical professional practice, and effective support across inclusive school systems nationwide.

105. (C) Augmentative and Alternative Communication
AAC stands for Augmentative and Alternative Communication in special education literature. It encompasses communication methods—ranging from low-tech picture boards to high-tech speech-generating devices—that supplement or replace spoken language for individuals with severe expressive speech impairments, such as dysarthria or aphasia, facilitating active classroom participation and social interaction.

106. (A) Modifying school toilets with lower urinals, washbasins, and door handles
Creating a barrier-free environment for students with dwarfism involves physical adaptations, such as installing lower urinals, accessible washbasins, adjusted door handles, and lower step-stools. Because dwarfism impacts physical height rather than vision, hearing, or cognition, structural environmental adjustments eliminate physical barriers and promote independence within the school building.

107. (D) Locomotor disability is often static, whereas MS may be progressive, requiring periodic reassessment
Disability assessment for static locomotor conditions, such as limb amputations, yields permanent certification because physical deficits remain fixed. Conversely, chronic neurological conditions like Multiple Sclerosis are progressive and fluctuating, prompting medical boards to issue temporary disability certificates that necessitate periodic clinical reassessments to accurately evaluate changing functional impairment levels over time.

108. (B) A Hematologist or Pediatrician
Certifying blood disorders such as Thalassemia or Hemophilia for official disability documentation requires specialized clinical evaluation by a qualified Hematologist or a certified Pediatrician on the district medical board. These medical specialists assess laboratory blood profiles, factor assay levels, transfusion frequency, and systemic clinical complications to determine benchmark disability percentages.

109. (C) Sickle Cell Disease - Free access to a drinking water bottle
Providing unrestricted access to drinking water represents a critical classroom accommodation for students with Sickle Cell Disease. Constant hydration dilutes blood, preventing rigid sickle-shaped cells from clogging capillaries and causing painful vaso-occlusive crises. This simple physical adjustment directly supports health maintenance, prevents medical emergencies, and ensures continuous classroom learning.

110. (D) They are entitled to Home-Based Education provided by the state
Under the Right to Education Act and the Rights of Persons with Disabilities Act of 2016, bedridden children with severe or progressive conditions like advanced Muscular Dystrophy are legally entitled to Home-Based Education. State educational authorities must deploy itinerant special educators to deliver home instruction, ensuring their fundamental right to free education.

111. (A) Facilitating a discussion on empathy, transmission facts, and shared similarities
Conducting effective peer sensitization regarding a classmate cured of leprosy involves facilitating open discussions focused on medical transmission facts, empathy, and personal commonalities. Providing accurate scientific knowledge dispels contagious disease myths, reduces social stigma, and cultivates an accepting, non-discriminatory classroom environment that supports the returning student's psychological and social reintegration.

112. (B) Liaising and advocating to integrate medical needs seamlessly into the educational environment
For disability categories involving complex health conditions like blood disorders or progressive neurological diseases, a special

NODIA

CHAPTER 19

Educational Provisions of the Rajasthan Board of Secondary Education (RBSE)

1. Which of the following best describes the primary mandate of the Rajasthan Board of Secondary Education (RBSE) regarding Children with Special Needs (CWSN)?
(A) To establish separate special schools in every district of Rajasthan
(B) To provide reasonable accommodations and inclusive examination provisions in affiliated schools
(C) To act as the medical certifying authority for benchmark disabilities
(D) To design the B.Ed. Special Education curriculum for the state

2. Consider the following statements regarding the relationship between RBSE provisions and the RPWD Act 2016:
I. RBSE provisions must align with the inclusive education framework mandated by Section 16 of the RPWD Act 2016.
II. RBSE has the authority to deny examination accommodations if the disability is not visible, despite a valid UDID.
III. The RPWD Act mandates that examination bodies like RBSE provide suitable modifications in the examination system for CWSN.
Which of the above statements is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

3. Under RBSE guidelines, which of the following terms refers specifically to the modification of standard testing conditions to allow CWSN to demonstrate their knowledge without fundamentally altering the examination standard?
(A) Reasonable accommodation
(B) Curriculum exemption
(C) Assessment inflation
(D) Academic dilution

4. How does RBSE primarily ensure that its examination provisions are uniformly implemented across all affiliated schools in Rajasthan?
(A) By appointing a medical board at every examination centre
(B) By requiring all CWSN to take their exams at the RBSE headquarters in Ajmer
(C) By publishing detailed circulars and guidelines for centre superintendents ahead of the board exams
(D) By replacing all written examinations with oral interviews for CWSN

5. **Assertion (A):** RBSE provides standardized examination concessions, but students must proactively apply for them through their respective schools.
Reason (R): Examination concessions are automatically applied to all students enrolled in regular schools without any need for disability documentation.
Which of the following options is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

6. Which of the following is an incorrect statement regarding RBSE's role in the education of CWSN?
(A) RBSE provides extra time during board examinations for eligible CWSN.
(B) RBSE permits the use of a scribe for students with specific locomotor disabilities affecting writing.
(C) RBSE allows flexibility in choosing optional subjects for students with specific learning disabilities.
(D) RBSE strictly restricts CWSN from enrolling in science streams at the senior secondary

Click Here to Buy book on Amazon

I. Blindness
II. Specific Learning Disability
III. Locomotor Disability
IV. Acid Attack Victim (with resulting severe functional limitation in writing)

Which of the above categories can legally claim extra time during board examinations under current inclusive norms?
(A) I and III only
(B) I, II, and III only
(C) II and IV only
(D) I, II, III, and IV

54. If an RBSE exam starts at 8:30 AM and normally concludes at 11:45 AM (3 hours 15 minutes, including reading time), at what time will the exam conclude for a visually impaired candidate entitled to standard extra time?
(A) 11:45 AM
(B) 12:45 PM
(C) 1:30 PM
(D) 12:45 PM

55. The provision of compensatory time (extra time) ensures that examinations test a CWSN's _____ rather than their _____.
(A) speed; intelligence
(B) knowledge; disability
(C) disability; knowledge
(D) memory; handwriting

56. Under specific conditions, examination boards allow the use of a simple calculator for CWSN. Which disability category is most typically granted this accommodation?
(A) Visual Impairment
(B) Hearing Impairment
(C) Specific Learning Disability (Severe Dyscalculia)
(D) Autism Spectrum Disorder without cognitive impairment

57. Consider the following statements regarding the use of aids in RBSE examinations:
I. Students with visual impairment may use an abacus or Taylor frame for mathematics.
II. Scientific calculators with programmable memory are allowed for all CWSN.
III. Students with hearing impairment may use their personal hearing aids during the exam.

Which of the above statements is/are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II, and III

58. A visually impaired student appearing for the RBSE math exam requests permission to use a geometry kit specially designed with tactile markings. What should the centre superintendent do?
(A) Allow the tactile geometry kit as a permitted assistive device.
(B) Confiscate the geometry kit immediately as it is not a standard RBSE issued item
(C) Deduct 10 total marks from the student's paper for using unauthorized external help
(D) Instruct the scribe to bring and use their own standard visual geometry box instead

59. Which of the following technological aids would require prior approval and strict monitoring during an RBSE board exam to prevent unfair practices?
(A) A simple handheld magnifying glass tool
(B) A screen-reading computer provided to a blind candidate
(C) A standard manual wheelchair for mobility support
(D) A standard pair of medical supportive crutches

60. For a student with severe low vision, which of the following is considered a standard permissible aid during the examination?
(A) A smartphone camera
(B) A handheld optical magnifier
(C) A Bluetooth earpiece connected to the internet
(D) A smartwatch

61. If a CWSN is permitted to use a computer/laptop to type answers in the RBSE examination, what strict condition must be met?
(A) The computer must be disconnected from internet and free of pre-stored material.
(B) The laptop must maintain continuous unrestricted high-speed internet access
(C) The laptop used must belong personally to the presiding Centre Superintendent
(D) The candidate's parents must pay a special technology rental fee to the board

62. Which legislative document emphasizes the right of persons with disabilities to use assistive devices and technologies in educational assessments?
(A) The Indian Penal Code
(B) The National Trust Act 1999

NODIA

(C) To completely segregate all CWSN from regular school environments into dedicated institutions
(D) To manage and distribute standard textbooks exclusively intended for general category students

14. **Assertion (A):** RBSE-affiliated schools must allow resource teachers to work with CWSN during school hours.
Reason (R): Resource support ensures that the prescribed curriculum becomes accessible to students with disabilities in the regular classroom environment.
Which of the following options is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

15. When a student with a visual impairment transitions to Class 11 in an RBSE school, who is primarily responsible for ensuring the student receives textbooks in Braille or audio format?
(A) The student's parents and family members exclusively through private purchase
(B) The Board of Secondary Education Ajmer examination wing administrative branch
(C) The Chief Medical Officer and health department of the respective district
(D) Samagra Shiksha in coordination with textbook boards

16. What does subject flexibility for CWSN in RBSE refer to?
(A) The complete freedom for CWSN to skip all annual examinations and obtain automatic promotion
(B) The absolute right of CWSN to design their own syllabus regardless of official board standards
(C) The option to select alternate or vocational subjects instead of certain compulsory ones
(D) The mandatory reduction of passing marks to 10% across all academic subjects for all CWSN

17. Consider the following statements regarding curriculum adjustment for CWSN in RBSE:
I. Students with specific learning disabilities may opt for simpler subject combinations.
II. Curriculum adjustments mean lowering the overall educational goals for the child.
III. Vocational subjects are often offered as alternatives to complex theoretical subjects.
Which of the above statements is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

18. For a child with Severe Dyscalculia appearing for RBSE Class 10 board exams, which of the following accommodations is most relevant under subject flexibility rules?
(A) Complete exemption from appearing in the compulsory English language examination paper
(B) Official provision of a fully embossed Braille question paper for the exam session
(C) Special permission to permanently leave the examination hall after thirty minutes
(D) Exemption from Mathematics by opting for an alternative subject like Music

19. A student with Intellectual Disability enrolled in Class 10 is unable to cope with the complex syllabus of General Science and Mathematics. Under RBSE guidelines for subject flexibility, what guidance should the school principal provide to the parents?
(A) Guide them to opt for alternate subjects like Home Science or Music instead of Maths and Science
(B) Advise them that the child is ineligible to appear for the official RBSE Class 10 board examinations
(C) Inform them that the child must take Maths and Science, but the school will provide unfair assistance
(D) Force the parents to immediately take a transfer certificate and exit the regular schooling system

20. The provision of subject flexibility in RBSE is fundamentally aligned with which pedagogical principle of inclusive education?
(A) Traditional rote memorization practices
(B) Completely segregated instructional models
(C) Universal Design for Learning (UDL)
(D) Competitive norm-referenced assessment systems

21. Consider the following statements regarding RBSE subject flexibility provisions for CWSN:
I. The head of the institution must forward the

Downloaded from www.pdf.tube

level.

7. A student with profound Hearing Impairment (HI) is appearing for the Class 10 RBSE board examination. The student's parents request the school principal to arrange a sign language interpreter for the examination. Based on standard inclusive educational provisions and RBSE mandates, what is the most appropriate action by the principal?
(A) Deny the request immediately as sign language interpreters are strictly prohibited in all standard RBSE examinations
(B) Forward the request to RBSE along with the student's disability certificate for official permission
(C) Appoint the student's mother as the official interpreter inside the examination hall for the duration of the exam
(D) Advise the parents that the student must drop out of the regular board examination and enroll in an open school

8. In RBSE-affiliated government schools, resource support for CWSN is typically provided in coordination with which state-level initiative?
(A) Rajasthan State Open School (RSOS)
(B) Rajasthan Medical Council
(C) Samagra Shiksha Rajasthan
(D) National Institute of Open Schooling

9. Consider the following statements regarding resource support in RBSE-affiliated schools under Samagra Shiksha:
I. Itinerant special educators visit multiple schools to provide support.
II. Resource rooms at the block level provide specialized teaching-learning materials.
III. General education teachers are exempted from teaching CWSN if a special educator is appointed.
IV. Co-teaching models are encouraged to support CWSN in regular classrooms.
Which of the above statements are correct?
(A) I, II, and III
(B) I, II, and IV
(C) II, III, and IV
(D) I, III, and IV

10. The role of a special resource teacher in an RBSE-affiliated inclusive school includes all of the following EXCEPT:
(A) Providing exclusive medical treatment and surgery for the child
(B) Modifying the curriculum to suit the needs of CWSN
(C) Assisting the regular teacher in developing an Individualized Education Programme (IEP)
(D) Facilitating peer sensitization programmes in the school

11. Consider the following statements regarding the coordination between regular teachers and resource teachers in Rajasthan:
I. Regular teachers rely on resource teachers for specific strategies related to Braille or sign language.
II. Resource teachers take over all academic responsibilities for CWSN, relieving the regular teacher.
III. Joint planning is essential for effective implementation of subject flexibility provisions.
Which of the above statements is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

NODIA

12. A Class 9 student with an Intellectual Disability (ID) in an RBSE school is struggling to grasp abstract mathematical concepts. The regular mathematics teacher and the itinerant special educator meet to plan an intervention. What is the most appropriate collaborative strategy?
(A) The regular teacher permanently removes the student from the mathematics classroom and assigns self-study
(B) The special educator teaches the concept using concrete manipulatives during the lesson
(C) The regular teacher assigns non-academic administrative tasks to the student during every math period
(D) The special educator strongly advises the parents to transfer the child to a specialized school immediately

13. Under the Samagra Shiksha framework in Rajasthan, what is the primary purpose of establishing Block-level Resource Centres (BRCs) for CWSN?
(A) To provide therapeutic support, specialized educational aids, and educator coordination
(B) To independently conduct separate board examinations outside the official administrative purview of RBSE

(A) Percentage is calculated based on total marks of remaining subjects taken.
(B) The candidate is automatically awarded zero marks for the exempted subject on the mark sheet
(C) The candidate receives grace marks equal to the highest score achieved in that subject state-wide
(D) The final examination result of the candidate is withheld permanently by the board

30. Which of the following disability categories most frequently utilizes the exemption from the third language in secondary board examinations due to profound communication barriers?
(A) Locomotor Disability
(B) Acid Attack Survivors
(C) Hearing Impairment
(D) Dwarfism

31. Under the Right to Education (RTE) Act 2009 and state rules, how is the principle of exemption applied to CWSN in elementary education (up to Class 8)?
(A) CWSN must pass all standardized subjects strictly without any exemptions to avoid expulsion
(B) CWSN are entirely exempt from all academic and non-academic forms of school assessment
(C) CWSN must mandatorily take all annual examinations exclusively inside special schools
(D) Continuous and Comprehensive Evaluation (CCE) with adaptations replaces pass/fail criteria

32. What is the primary rationale for providing additional instructional time to CWSN in the regular teaching-learning process?
(A) To keep students in school premises for longer hours so working parents have child care
(B) To penalize students for poor academic performance during regular classroom activities
(C) To accommodate slower processing speed or physical limits while learning
(D) To intentionally isolate special needs students from their non-disabled peers in class

33. Consider the following statements regarding additional time during the regular teaching-learning process:
I. It allows students with learning disabilities more time to process written text.
II. It is implemented by modifying class timetables or providing after-school resource support.
III. It violates the principles of equality in an inclusive classroom.
Which of the above statements is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

34. In an inclusive RBSE classroom, providing additional time for a child with Cerebral Palsy to complete a written classwork assignment is an example of:
(A) Academic advantage
(B) Curriculum dilution
(C) Disciplinary action
(D) Accommodation

35. During a 40-minute science period, a teacher observes that a student with visual impairment takes longer to read the Braille handouts than his peers take to read print. To ensure equitable learning, what is the best strategy for the teacher?
(A) Provide Braille handouts in advance or allow extra time in resource periods
(B) Completely stop distributing Braille reading materials to the visually impaired student
(C) Direct the student to entirely skip the reading portion during the science lesson
(D) Reduce instructional time for all other students so everyone finishes simultaneously

36. How is additional time practically managed for CWSN without disrupting the regular school timetable in government schools?
(A) By keeping government schools open for extra classes on all Sundays
(B) By shortening the daily lunch and recess break duration for all enrolled students
(C) By using resource room periods and remedial teaching sessions
(D) By mandatorily holding back CWSN in the same grade level for two consecutive years

37. Consider the following statements regarding strategies for accommodating slow processing speed in a child with ADHD:
I. Providing extra time to complete class assignments.
II. Breaking tasks into smaller, manageable

Click Here to Buy book on Flipkart

chunks.
III. Giving the student an entirely different, unrelated syllabus.
IV. Reducing the volume of repetitive practice questions.
Which of the above statements are appropriate teaching provisions?
(A) I, II, and III
(B) I, II, and IV
(C) II, III, and IV
(D) I, III, and IV

38. The provision of additional time in the classroom aligns with which key component of an Individualized Education Programme (IEP)?
(A) Present Level of Performance
(B) Transition Planning
(C) Annual Goals
(D) Accommodations

39. Which assessment approach best complements the provision of extra time during regular teaching?
(A) Strictly timed competitive speed-tests measuring response rate
(B) Continuous and Comprehensive Evaluation (CCE)
(C) Norm-referenced competitive entrance examinations
(D) Rote memory oral recitations evaluated on quick recall

40. Under RBSE examination rules, the facility of a writer or 'scribe' is primarily provided to candidates who:
(A) Possess poor handwriting quality but have no certified medical disability
(B) Have missed regular classes due to an extended family vacation trip
(C) Are unable to write independently due to visual, locomotor, or learning disabilities
(D) Prefer dictating answers verbally to save personal writing time during exams

41. Consider the following statements regarding the qualifications of a scribe in RBSE examinations:
I. The scribe should ideally have a lower academic qualification than the candidate appearing for the exam.
II. A candidate appearing for Class 10 exams cannot have a scribe who is currently studying in Class 12 or college.
III. The scribe must be an expert in the subject being examined.
Which of the above statements is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

NODIA

42. Ramesh, a Class 12 student with severe bilateral upper limb amputation, is appearing for his RBSE board exams. He requests a scribe. The centre superintendent insists that Ramesh must find a scribe who is a subject matter expert in Physics and Chemistry. As per RBSE and RPWD norms, is the superintendent's demand correct?
(A) No, the scribe is a mechanical writer and must not have higher qualifications or subject expertise.
(B) Yes, because a scribe must possess advanced subject knowledge to write complex answers correctly
(C) Yes, the centre superintendent has absolute authority over scribe qualification criteria during exams
(D) No, because Ramesh should be permanently prohibited from opting for science stream subjects entirely

43. In cases of sudden illness or accident (e.g., fracture of the dominant writing hand) just before the RBSE exam, can a candidate avail the scribe facility?
(A) No, this scribe accommodation facility is strictly reserved for candidates with lifelong benchmark disabilities
(B) Yes, upon submitting a valid CMHO medical certificate, temporary scribe permission is granted.
(C) No, the candidate must forfeit the current academic year and re-appear after complete physical recovery
(D) Yes, provided the candidate's family pays a heavy financial penalty fee directly to the board

44. **Assertion (A):** RBSE prohibits the scribe from explaining or translating the question paper to the candidate.
Reason (R): The role of the scribe is strictly to write down verbatim what the candidate dictates, maintaining the integrity of the examination.
Which of the following options is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the

correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

45. Who is generally responsible for arranging the scribe for a CWSN appearing in the RBSE board examinations?
(A) The candidate/parents, subject to approval by RBSE/Centre Superintendent
(B) The District Magistrate in consultation with the local educational department
(C) The Invigilator on duty inside the designated examination hall premises
(D) The State Commissioner for Persons with Disabilities executive office

46. If a candidate with Visual Impairment is unhappy with the performance of the designated scribe during the RBSE examination, what is the protocol?
(A) The candidate can physically replace the scribe with any individual available outside the venue
(B) The candidate is strictly required to write the remainder of the paper independently without help
(C) Notify the Centre Superintendent immediately to seek a replacement scribe
(D) The candidate is automatically disqualified from continuing the board examination session

47. Under RBSE norms, can a candidate use a scribe for subjects that involve drawing complex diagrams or maps (e.g., Geography, Science)?
(A) No, scribes are strictly forbidden from holding drawing pencils or instruments under board rules
(B) Yes, but the scribe must draw figures entirely from their own personal background knowledge
(C) No, candidates using scribes are permanently banned from taking geography and science exams
(D) Yes, the scribe draws based on instructions, though VI candidates are usually exempt from diagrams

48. What is the standard extra time allowance granted to CWSN during RBSE board examinations?
(A) 5 minutes per hour
(B) 10 minutes per hour
(C) 20 minutes per hour
(D) 30 minutes per hour

49. Consider the following statements regarding extra time in RBSE examinations:
I. Extra time is provided to compensate for slow writing speed, visual impairment, or specific learning disabilities.
II. A candidate using a scribe is also eligible for extra time.
III. Extra time is only given to candidates who do not use a scribe.
Which of the above statements is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

50. What is the primary justification for providing extra time in examinations to a student with Dyslexia?
(A) Dyslexia causes complete physical immobility and paralysis of the dominant writing hand
(B) Dyslexia severely damages visual acuity, requiring candidates to wear thick prescription glasses
(C) Dyslexia triggers complete sudden memory loss during formal written examination sessions
(D) Dyslexia impairs neurological processing, making reading text slower

51. Sunita, a student with Cerebral Palsy, types her answers using a specialized keyboard because she cannot hold a pen. The RBSE exam is 3 hours long. As per standard inclusive examination guidelines, how much total time should Sunita be allowed to complete her paper?
(A) 4 hours
(B) 3 hours exactly
(C) 3 hours and 20 minutes
(D) 6 hours

NODIA

52. When applying for extra time for RBSE examinations, when should the request ideally be processed?
(A) Five minutes before the official examination paper actually commences in the hall
(B) After the official examination results have already been published by the board
(C) Along with the submission of the examination application form by the school
(D) Halfway through the duration of the ongoing written examination paper session

53. Consider the following categories of disabilities under the RPWD Act 2016:

71. The arrangement of accessible seating and barrier-free environments in examination centres aligns with which principle of the RPWD Act 2016?
(A) Punitive action
(B) Universal accessibility
(C) Affirmative isolation
(D) Financial reservation

72. What is the standard provision of 'grace marks' offered to CWSN by educational boards like RBSE?
(A) Awarding 50% extra marks to all disabled candidates regardless of actual performance
(B) Deducting marks for spelling errors committed during written theoretical responses
(C) Providing marginal marks to help a CWSN pass if failing by a narrow margin
(D) Automatically granting full marks for unattempted questions in the exam paper

73. Consider the following statements regarding grace marks for CWSN:
I. Grace marks are awarded to compensate for the disadvantages caused by the disability in standard assessments.
II. Grace marks guarantee that every CWSN will achieve a first division.
III. The rules for grace marks are clearly defined in the board's examination bylaws.
Which of the above statements is/are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II, and III

74. If a candidate with a certified learning disability scores 30 marks in an RBSE subject where the passing mark is 33, how does the grace mark provision typically apply?
(A) The board may award permissible grace marks (e.g., 3-5 marks) to help clear the paper.
(B) The candidate is immediately declared failed without any scope for re-evaluation or relief
(C) The candidate is required to rewrite the entire examination paper during the compartment phase
(D) The candidate's disability certificate is officially revoked by the educational board authority

75. **Assertion (A):** Grace marks are an equity measure, not an unfair advantage.
Reason (R): Standardized assessments may inadvertently penalize CWSN for their functional limitations rather than evaluating their actual cognitive understanding.
Which of the following options is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

76. Do grace marks provisions for CWSN in RBSE apply to both theory and practical examinations?
(A) Strictly applicable only to written theory examination components
(B) Generally applicable to both, subject to board percentage limits
(C) Strictly applicable only to practical and internal assessment scores
(D) Grace marks are never applied under any circumstances in RBSE board exams

77. The provision of grace marks to prevent academic stagnation and dropout among CWSN aligns closely with the goals of which national policy?
(A) National Education Policy (NEP) 2020
(B) The Factories Act 1948
(C) The Indian Contract Act 1872
(D) The Foreign Contribution Regulation Act

78. Are grace marks awarded automatically to all CWSN, or are they applied conditionally?
(A) Automatically added to every subject's total score for all CWSN candidates
(B) Only applied if the student's family pays an extra processing administrative fee
(C) Conditionally applied when falling short of the pass mark by a small margin
(D) Exclusively applied to enrolled CWSN candidates attending elite private schools

79. When an RBSE mark sheet is issued to a CWSN who has passed using grace marks, how is it typically handled to prevent discrimination?
(A) A large red stamp explicitly indicating "DISABLED AND PASSED BY GRACE" is prominently placed
(B) The official mark sheet document is printed using a completely different background color
(C) The board strictly refuses to issue a physical

Downloaded from www.pdf.tube

(C) The RPWD Act 2016
(D) The Rehabilitation Council of India Act 1992

63. A student with specific learning disability is unable to read the question paper due to severe dyslexia. If allowed by the board, which assistive device/aid could be provided as an alternative to a human reader?
(A) A digital audio recorder containing pre-recorded answer notes
(B) A high-function scientific calculator with programmed formulas
(C) An electronic spell-checker tool with an integrated digital dictionary
(D) Text-to-speech software or an audio question paper

64. Why is a separate examination room or specialized seating arrangement often necessary for CWSN during RBSE exams?
(A) To prevent special needs candidates from interacting socially with general students
(B) To secretly conduct a significantly tougher examination paper for special candidates
(C) To minimize distractions and facilitate accommodations without disturbing others
(D) To conserve overall electricity and lighting usage in the main examination hall

65. Mohan, a student with Autism Spectrum Disorder (ASD), is highly sensitive to noise and gets easily overwhelmed in crowded spaces. He is taking his RBSE Class 10 exam. Which seating arrangement is most appropriate for Mohan?
(A) Seating him directly in the middle of a large hall with over 100 other candidates
(B) Providing a seat in a quiet room with minimal distractions
(C) Seating him directly near the main entrance door where candidates frequently enter
(D) Seating him in the classroom located directly adjacent to the loud school bell

66. For candidates using a scribe in the RBSE examination, separate seating is provided primarily because:
(A) Scribes are strictly forbidden from entering or sitting in the main school building
(B) Scribes require specially designated heavy desks not available in regular classrooms
(C) It prevents the designated scribe from attempting to cheat from surrounding students
(D) Dictation between candidate and scribe would disturb other students in a shared hall

67. Where should the seating arrangement ideally be made for a candidate using a wheelchair at an RBSE examination centre?
(A) On the ground floor in an accessible room
(B) On the highest top floor to ensure maximum security during the exam session
(C) In the school basement facility specifically reserved for physical storage
(D) Exclusively inside the principal's private office under administrative control

NODIA

68. Under RBSE guidelines for examination centres, the separate room allocated for CWSN should be invigilated by:
(A) A uniformed local police officer stationed at the examination centre
(B) The biological parent or guardian of the candidate taking the exam
(C) An invigilator trained in dealing with special needs children
(D) No invigilator supervision is required inside the special seating room

69. If a blind candidate and a deaf candidate are assigned to the same exam centre, how should the centre superintendent plan their seating?
(A) Seat the blind candidate and scribe in a separate room, and the deaf candidate where they can see the invigilator clearly.
(B) Seat both candidates together in the same separate room to share a single invigilator during the exam session
(C) Force both candidates to take their examination outside the main building under temporary arrangements
(D) Cancel the deaf candidate's examination registration due to venue allocation limitations at the centre

70. How does a separate seating arrangement benefit a student with ADHD during a long board examination?
(A) It allows them to sleep comfortably throughout the entire duration of the exam
(B) It allows them to skip difficult questions that they do not feel like answering
(C) It prevents the invigilator from watching their movements during the test paper
(D) It removes external stimuli, helping them maintain focus

application for subject change to the Board.
II. Subject flexibility can be opted for on the day of the examination.
III. Proper medical certification of the disability is required to avail this facility.
IV. This facility is strictly limited only to students with locomotor disabilities.

Which of the above statements are correct?
(A) I and III
(B) II and IV
(C) I, II, and III
(D) III and IV

22. In the context of RBSE curriculum adjustments, what role does the Individualized Education Programme (IEP) play for a CWSN in a regular school?
(A) It directly dictates the final standardized question paper prepared by RBSE
(B) It legally replaces the official RBSE senior secondary mark sheet
(C) It is systematically used to deny regular school admission to CWSN
(D) It helps teachers adapt daily lesson plans to fit flexible subjects

23. Which legal framework mandates state examination boards like RBSE to provide curriculum flexibility and modification for CWSN?
(A) The Mental Healthcare Act 2017
(B) The RPWD Act 2016
(C) The Rehabilitation Council of India Act 1992
(D) The Indian Medical Council Act 1956

24. In the RBSE curriculum for Class 10, CWSN belonging to certain disability categories are given exemption from studying which of the following compulsory subjects?
(A) First Language (Hindi)
(B) Social Science
(C) Third Language
(D) Environmental Studies

25. Consider the following statements regarding the exemption from the Third Language in RBSE:
I. Students with Hearing Impairment (Deaf and Hard of Hearing) are eligible for this exemption.
II. Students with Visual Impairment (Blindness) are eligible for this exemption.
III. Students must pass an additional advanced mathematics test to claim this exemption.

Which of the above statements is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

26. A 15-year-old student with profound deafness is filling out the RBSE Class 10 board examination form. The class teacher insists that the student must select Sanskrit as the compulsory third language. As a special educator aware of RBSE norms, how would you intervene?
(A) Inform the teacher that hearing-impaired students are exempt from the third language under RBSE rules.
(B) Agree with the class teacher since no subject exemptions exist under any circumstances in RBSE
(C) Instruct the student that they must learn advanced Sanskrit grammar exclusively using sign language
(D) Advise the student and parents to immediately drop out of the formal school education system

27. What documentation is primarily required by the RBSE to grant an exemption from a compulsory subject like the third language?
(A) An official affidavit signed and stamped by the local village Sarpanch
(B) A valid Disability Certificate or UDID card
(C) A formal written petition signed by all classmates of the student
(D) A performance verification certificate issued by a private tutor

28. **Assertion (A):** RBSE allows students with severe learning disabilities to be exempted from studying three languages simultaneously.
Reason (R): Severe language processing deficits make learning multiple languages highly stressful and academically detrimental for students with learning disabilities.
Which of the following options is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

29. If a CWSN is exempted from a compulsory third language in the RBSE Class 10 exam, how is the overall percentage typically calculated?

Click Here to Buy book on Amazon

mark sheet to candidates receiving grace marks
(D) The mark sheet is standard, with minimal or coded indication ensuring no discrimination.

80. In RBSE, which of the following subjects is frequently allowed as an alternate subject for CWSN who are exempted from studying advanced Mathematics or Science?
(A) Advanced Calculus
(B) Quantum Physics
(C) Home Science
(D) Organic Chemistry

81. For students with profound Visual Impairment, substituting visually demanding subjects like Engineering Drawing with subjects like Political Science or Music is an example of:
(A) Punishment
(B) Subject flexibility
(C) Curriculum standardisation
(D) Segregation

82. Which authority is responsible for publishing the list of approved alternate subjects for CWSN in Rajasthan?
(A) The Rehabilitation Council of India (RCI) central executive committee
(B) The World Health Organization global education advisory department
(C) The local municipal corporation administrative board council
(D) The Rajasthan Board of Secondary Education (RBSE)

83. A student with Intellectual Disability (Mild) finds the Class 10 Social Science curriculum overly complex due to its abstract historical and geographical concepts. Her parents inquire if she can take a different subject. What is the legally supported response based on inclusive provisions?
(A) Yes, RBSE allows CWSN to choose an alternative vocational or practical subject in lieu of Social Science.
(B) No, all students must pass Social Science to get a Class 10 certificate.
(C) She can skip the exam and still get the certificate.
(D) She must transfer to the National Institute of Open Schooling (NIOS) as RBSE does not offer alternate subjects.

84. When a CWSN opts for an alternate subject like Painting instead of Mathematics, how does it affect their eligibility for higher education?
(A) They are permanently banned from pursuing any form of higher education in all universities
(B) They are automatically granted direct admission to medical and engineering degree colleges
(C) They can pursue Arts, Humanities, or Vocational streams, though STEM may be restricted.
(D) They are legally restricted to studying exclusively in special colleges for the disabled

NODIA

85. Consider the following statements regarding the process of opting for alternate subjects:
I. The school must counsel the parents and student about future career implications before changing subjects.
II. Medical certification is required to prove eligibility for this provision.
III. The application must be approved by the RBSE before the student registers for the board exam.
IV. Students can arbitrarily change subjects on the day of the exam.
Which of the above statements are correct?
(A) I, II, and III
(B) I, II, and IV
(C) II, III, and IV
(D) I, III, and IV

86. Vocational subjects are heavily promoted as alternate subjects for CWSN under the Samagra Shiksha framework because:
(A) They require absolutely no cognitive effort or intellectual engagement from students
(B) They physically keep CWSN separated from regular non-disabled classroom students
(C) They are significantly cheaper and less resource-intensive for schools to teach
(D) They enhance employability and independent living skills.

87. Under NEP 2020 and updated board guidelines, the boundary between 'academic' and 'vocational' subjects is being blurred. How does this benefit a CWSN opting for alternate subjects?
(A) It forces CWSN candidates to study significantly harder theoretical subjects
(B) It reduces stigma around non-traditional subjects.
(C) It permanently eliminates all formal board

16. (C) The option to select alternate or vocational subjects instead of certain compulsory ones
Subject flexibility refers to formal examination board policies that allow students with special needs to choose alternative academic or skill-based vocational subjects in place of specific compulsory courses. This provision accommodates unique learning profiles and cognitive limitations without diluting secondary education certification standards. It does not imply complete exemption from evaluation or automatic promotion without meeting established passing criteria.

17. (C) I and III only
Curriculum adjustment enables students with specific learning disabilities or cognitive challenges to choose simpler academic combinations or practical vocational subjects instead of highly abstract theoretical courses. These modifications aim to remove barriers to demonstration of learning rather than lowering overarching personal educational goals. Offering alternative subjects maintains academic engagement while providing equitable pathways toward successful secondary school completion.

18. (D) Exemption from Mathematics by opting for an alternative subject like Music
Severe dyscalculia causes profound neurological difficulty in understanding mathematical concepts, numerical operations, and abstract quantitative reasoning. Educational boards address this specific functional limitation through subject flexibility rules, allowing eligible candidates to drop compulsory mathematics and choose recognized practical or performing arts subjects, such as music. This targeted accommodation preserves candidate mental well-being while maintaining valid educational progress.

19. (A) Guide them to opt for alternate subjects like Home Science or Music instead of Maths and Science
When a student with an intellectual disability experiences persistent severe difficulty with abstract subjects, school leadership should guide parents toward official board flexibility provisions. Principals provide constructive counseling regarding approved alternative subjects, such as Home Science or Music, which better align with the student's functional abilities. Recommending system exit, unfair practices, or denying exam participation violates inclusive directives.

20. (C) Universal Design for Learning (UDL)
Subject flexibility aligns fundamentally with Universal Design for Learning, a framework advocating flexible learning environments and customizable educational pathways. Universal Design for Learning emphasizes multiple means of engagement, representation, and expression to accommodate individual learning differences. Offering alternate subjects operationalizes this pedagogical philosophy by removing structural barriers in standardized curricula and providing meaningful options for diverse student populations.

21. (A) I and III
Availing subject flexibility under secondary board rules requires systematic advance administrative processing and valid documentation. Applications must be formally endorsed and forwarded by the institutional head well before examination registration deadlines. Candidates must submit verified medical certificates establishing disability eligibility. Subject changes cannot be requested on the examination day, nor is this facility restricted exclusively to candidates with physical locomotor impairments.

22. (D) It helps teachers adapt daily lesson plans to fit flexible subjects
An Individualized Education Programme serves as a practical pedagogical roadmap outlining tailored instructional goals, classroom accommodations, and specific teaching strategies for a child with special needs. Within inclusive secondary schools, teachers utilize the IEP to adapt daily lesson plans, modify instructional paces, and implement flexible subject options effectively. It guides instructional delivery rather than replacing board certification or board-level question papers.

23. (B) The RPWD Act 2016
The Rights of Persons with Disabilities Act 2016 is the primary legal statute mandating educational institutions and state boards to provide inclusive education. Section 16 explicitly requires suitable curriculum modifications, flexible examination systems, and reasonable accommodations for children with disabilities. State education boards are legally bound to

Downloaded from www.pdf.tube

(C) A valid Disability Certificate or Unique Disability ID (UDID) card
(D) The student's original birth certificate issued by municipal authorities

97. Consider the following statements regarding the Unique Disability ID (UDID):
I. It is a national-level initiative by the Government of India.
II. RBSE recognizes the UDID as valid proof of disability for granting accommodations.
III. UDID is only valid for adults over 18 years of age.
Which of the above statements is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

98. In Rajasthan, which official typically heads the medical board that issues the benchmark disability certificate required for board examination concessions?
(A) District Education Officer (DEO) administrative wing
(B) District Magistrate executive authority
(C) Chief Superintendent of Police department
(D) Chief Medical and Health Officer (CMHO)

99. According to the RPWD Act 2016, a person must have at least what percentage of disability to be classified as a "person with benchmark disability" and thereby eligible for standard educational concessions?
(A) 20%
(B) 30%
(C) 40%
(D) 50%

100. Along with the disability certificate, what other document must the head of the school submit to RBSE when applying for a scribe?
(A) The student's official family property ownership documents
(B) A fitness and medical clearance certificate specifically for the scribe
(C) Scribe's photo, educational certificate, and declaration form
(D) The school building's approved architectural safety plan

101. If a student's disability is temporary (e.g., a fractured hand resulting from an accident a week before the exam), what specific documentation is required?
(A) An emergency government hospital medical certificate detailing writing inability
(B) A permanent Unique Disability ID (UDID) card issued by central authorities
(C) A simple written self-declaration submitted by the student without medical proof
(D) Temporary physical disabilities are never accommodated under RBSE board rules

102. What is the role of the School Principal / Headmaster regarding the documentation for CWSN accommodations?
(A) To unilaterally reject all disability accommodation documents at the local school level
(B) To independently issue official disability medical certificates on behalf of hospitals
(C) To collect heavy administrative processing fees directly from parents of CWSN students
(D) Verify document authenticity and forward the application to RBSE within deadline

103. Which online portal is primarily used by the Government of India and integrated with state systems to issue and verify disability certificates?
(A) e-Mitra portal
(B) UDID portal
(C) Shala Darpan
(D) UDISE+ portal

104. What is the first step a regular school must take in the application process for RBSE accommodations for a CWSN?
(A) Direct the student to visit the main board office in Ajmer personally
(B) Wait until the day of the exam to verbally inform the room invigilator
(C) Identify CWSN when filling the online board exam registration form
(D) Instruct parents to personally contact the Chief Minister's office

105. A school in Jaipur has three CWSN appearing for the Class 10 RBSE exams. The principal forgets to apply for their extra time and scribe facilities during the board registration window. He realizes this one day before the exam. What is the likely outcome?
(A) The requested accommodations will be granted instantly on verbal request at the venue
(B) The school principal can personally authorize

NODIA

examinations for secondary students
(D) It makes specialized education services completely obsolete across all schools

88. Visually impaired candidates appearing for Science or Geography exams in RBSE are typically exempted from which specific type of questions?
(A) Standard multiple-choice objective questions covering basic factual knowledge
(B) Simple fill in the blanks exercises assessing core terminology recall
(C) Questions requiring drawing or visual interpretation of diagrams, maps, or graphs
(D) Extended essay-type descriptive questions testing overall subject comprehension

89. When a visually impaired candidate is exempted from diagram-based questions, how are their marks for that section usually adjusted?
(A) The full allocated marks for diagram questions are automatically deducted from their final total
(B) The candidate is strictly awarded zero marks for that entire section on their exam sheet
(C) The candidate must orally describe the complex diagram details to a panel of expert examiners
(D) Alternate objective questions are provided, or marks are awarded proportionately.

90. Candidates with profound Hearing Impairment may face severe difficulty with syntax, grammar, and vocabulary. In language exams, what concession is ideally provided regarding question types or evaluation?
(A) Lenient evaluation focusing on core content rather than spelling or grammar errors
(B) Complete exemption from appearing in all official compulsory language examinations
(C) Mandatory requirement to write double the standard number of detailed descriptive essays
(D) Mandatory conversion of written exams into comprehensive oral examination sessions

91. In practical examinations for Science subjects, how is the evaluation modified for a visually impaired student?
(A) They are strictly prohibited from entering science laboratory premises during exams
(B) The practical exam is waived or replaced with oral/MCQ assessment of concepts
(C) They must independently perform complex chemical titrations without any assistance
(D) They are required to physically dissect biological specimens using touch alone

92. For a student with specific learning disabilities (Dysgraphia), which type of assessment is most appropriate as an alternative to long essay-type questions?
(A) Calligraphy speed tests
(B) Objective MCQs or short answers
(C) Long handwritten assignments
(D) Speed writing assessments

93. Exemption from specific question types is a manifestation of which assessment principle in special education?
(A) Equity in assessment
(B) Standardization
(C) Penalization
(D) Strict uniformity

94. If a question paper contains a compulsory map-pointing question for 5 marks, what is the standard RBSE protocol for a totally blind candidate?
(A) Force the visually impaired candidate to complete a tactile map within 5 minutes
(B) Permit the designated scribe to guess and write all map answers for the candidate
(C) Provide a descriptive alternate question of 5 marks printed for VI candidates
(D) Instruct the candidate to leave the map section blank and forfeit all 5 marks

95. A student with Spastic Cerebral Palsy taking a computer science practical exam cannot use a standard mouse. What is the appropriate modification?
(A) Completely exempt the student from practical work and award a failing grade
(B) Force the student to write out the full programming code manually on paper
(C) Exempt the student from taking computer science courses across all semesters
(D) Allow an adapted keyboard/trackball or ask oral questions on software commands

96. What is the most crucial document required by RBSE to grant any examination accommodation (scribe, extra time, exemptions) to a student?
(A) An official recommendation letter issued personally by the local MLA
(B) A support verification certificate issued by a registered non-profit NGO

Click Here to Buy book on Flipkart

115. A reader (a person who reads the question paper aloud) can be provided to a candidate with which type of disability?
(A) Visual or learning disability
(B) Severe locomotor physical disability
(C) Severe hearing impairment
(D) Severe speech impairment

116. If a VI candidate writes the exam in Braille, how is the answer script evaluated by the RBSE?
(A) It is automatically rejected as an invalid submission by the central board
(B) The candidate's parents are called to evaluate and mark the script personally
(C) It is evaluated by a Braille evaluator or transcribed into print before evaluation.
(D) It is evaluated by a regular non-specialist teacher who guesses written content

117. What allowance is commonly provided to VI candidates regarding the passing of maps or globes in Geography practicals?
(A) Evaluated using tactile/embossed maps or given alternate assessments.
(B) They are strictly required to read standard visual paper maps without aid
(C) They are legally prohibited from opting for Geography as a board subject
(D) They must draw the full map from memory on regular unembossed paper

118. Which state-level institute in Rajasthan frequently collaborates with educational boards to prepare Braille materials and provide technical guidance for VI students?
(A) Rajasthan State Road Transport Corporation administrative department
(B) Rajasthan Police Academy educational and training development division
(C) Rajasthan Tourism Development Corporation state advisory committee
(D) Government Institute for Visually Impaired / Resource centres

119. What is the primary communication barrier faced by profound Hearing Impaired (HI) candidates during examinations?
(A) Complete physical inability to visually see the printed question paper
(B) Difficulty understanding verbal instructions from the invigilator
(C) Severe physical motor impairment making them unable to hold a pen
(D) Physical inability to sit continuously in a chair for 3 exam hours

120. How can an invigilator best support a Hearing Impaired candidate in the examination hall?
(A) By shouting commands very loudly directly at the candidate inside the hall
(B) By completely ignoring the candidate throughout the entire exam session
(C) By facing the candidate when speaking, using gestures, or writing on the board
(D) By forcing the candidate to sit at the very back row of the main examination hall

121. Are candidates with Hearing Impairment allowed to wear their personal Hearing Aids or Cochlear Implant processors during the RBSE examination?
(A) No, all electronic devices are strictly banned without any medical exceptions
(B) Yes, but only if they pay a special medical device permission fee to the board
(C) No, candidates must exclusively use board-provided standardized hearing devices
(D) Yes, permitted as essential medical assistive devices.

122. For candidates with Speech and Language Disabilities (who have normal hearing but cannot speak clearly), which examination type is most inappropriate?
(A) Oral viva-voce examinations
(B) Written theory examination
(C) Multiple-choice tests
(D) Practical file submission

123. If an oral viva-voce is a compulsory part of an RBSE practical exam, what accommodation should be made for a student with a severe Speech Disability?
(A) Award zero marks in the viva-voce evaluation section without alternative
(B) Allow written answers or use of a communication board/AAC device
(C) Force the student to attempt verbal speech despite severe impairment
(D) Cancel the entire practical examination component for the student completely

124. Students with pre-lingual deafness often struggle with language structures. How do RBSE guidelines suggest evaluating their subjective answers?
(A) By strictly deducting marks for every minor spelling and syntax mistake

Downloaded from www.pdf.tube

ANSWERS

1. (B) To provide reasonable accommodations and inclusive examination provisions in affiliated schools
The Rajasthan Board of Secondary Education is responsible for ensuring equitable access to formal education for all enrolled students across its affiliated institutions. Its primary mandate regarding children with special needs involves implementing reasonable accommodations, modifying assessment conditions, and providing inclusive examination provisions. These measures enable students with diverse disabilities to demonstrate their academic capabilities effectively.

2. (C) I and III only
The Rights of Persons with Disabilities Act 2016 establishes a statutory framework requiring all educational institutions and examining bodies to foster inclusive environments. Section 16 mandates suitable modifications in curriculum and examination systems to support students with special needs. Consequently, state board rules must align with these mandates, whereas denying valid accommodations based on invisible disabilities violates federal law.

3. (A) Reasonable accommodation
Reasonable accommodation refers to necessary and appropriate modifications or adjustments that do not impose a disproportionate burden on an educational system. In educational testing, these adaptations alter standard administration conditions without lowering essential learning standards or compromising academic integrity. They ensure that candidates with disabilities can demonstrate their true knowledge and competencies on an equal basis with others.

4. (C) By publishing detailed circulars and guidelines for centre superintendents ahead of the board exams
Educational boards maintain standardized administrative control by issuing formal circulars and operational guidelines to examination centers before conducting annual assessments. These comprehensive documents outline procedural norms, candidate entitlements, scribe eligibility, and spatial seating requirements for centre superintendents. Standardized written instructions ensure that inclusive policies and accommodations are uniformly executed across all affiliated schools throughout the state.

5. (C) A is true but R is false
Educational boards establish standardized examination concessions for candidates with special needs, but these provisions are not assigned automatically without documentation. Schools must submit formal applications accompanied by valid medical certificates or disability IDs prior to examinations. Concessions require official administrative verification and authorization, making the automatic application of concessions to regular students without verified disability documentation entirely false.

6. (D) RBSE strictly restricts CWSN from enrolling in science streams at the senior secondary level.
Educational boards advocate for inclusive education and non-discrimination across all academic disciplines and stream selections. Students with special needs have the legal right to enroll in any academic stream, including science, provided they meet standard academic eligibility criteria. Restricting stream options based on disability status violates national inclusion frameworks and rights-based legislation, making such restriction statements completely incorrect.

7. (B) Forward the request to RBSE along with the student's disability certificate for official permission
School principals serve as administrative liaisons between candidates and examination authorities but do not possess unilateral power to grant examination accommodations. Special requests involving sign language assistance or interpreter access must be formally submitted to the examination board along with official disability documentation. The board evaluates the request against established regulations and issues formal authorization for necessary exam arrangements.

8. (C) Samagra Shiksha Rajasthan
Samagra Shiksha is an overarching state programme covering school education from pre-school to senior secondary levels. In Rajasthan, it

NODIA

134. Which recent trend in board examination accommodations for CWSN is being emphasized by RBSE and CBSE alike?
(A) Restricting the overall total number of CWSN allowed to enroll in exams
(B) Completely banning the use of Braille printed materials across all schools
(C) Substantially raising minimum passing mark thresholds for CWSN candidates
(D) Shifting to technological aids (like laptops) to promote independent test-taking

135. What is the primary purpose of RBSE issuing annual circulars specifically for CWSN before the board exams?
(A) To raise registration fees for disabled students taking board examinations
(B) To update schools on accommodations, clarify rules, and set application deadlines
(C) To commercially advertise private coaching and tutoring centres state-wide
(D) To formally announce annual school holiday and summer vacation schedule dates

136. If a teacher or special educator in Rajasthan wants to stay updated on the exact current provisions for CWSN in RBSE, what is the most reliable official source?
(A) Unverified messages received via informal public WhatsApp messaging groups
(B) Local newspaper gossip columns covering general education department news
(C) The official RBSE website (rajeduboard.rajasthan.gov.in) and Shala Darpan portal
(D) Wikipedia open collaborative online encyclopedia general reference articles

137. Recent updates in inclusive education policies emphasize that "Reasonable Accommodation" is not a charity but a:
(A) Medical treatment
(B) Favour done by the school principal
(C) Financial burden on the state
(D) Legal right under RPWD and RTE Acts

138. Under recent Samagra Shiksha circulars in Rajasthan, what role do Block Reference Persons (BRP-CWSN) play during the board examination period?
(A) They assist schools with CWSN identification, UDID cards, and accommodation documentation.
(B) They directly set and moderate the standardized question papers for RBSE board exams
(C) They evaluate all answer sheets submitted by CWSN candidates across the district
(D) They act as personal physical security escorts for special needs candidates during exams

139. A recent policy update emphasizes moving from a "medical model" of assessing examination needs to a "social and functional model". What does this imply for RBSE exam accommodations?
(A) Examination accommodations should be granted based exclusively on the doctor's name
(B) Accommodations should address functional barriers in exams rather than just medical labels.
(C) Special accommodations should be completely abolished across all board examination centres
(D) Only candidates who require medical surgery receive extra time during board examinations

140. To ensure the successful implementation of RBSE provisions for CWSN, the most critical element at the school level is:
(A) The physical strength and athletic endurance of classroom teaching staff members
(B) Sensitization and proactive documentation by school authorities well before deadlines
(C) Painting school campus walls in bright visually attractive artistic color schemes
(D) Keeping the main school library facility open continuously on all Sundays

****

Click Here to Buy book on Amazon

all examination accommodations locally
(C) The entire board examination schedule will be postponed across the state of Rajasthan
(D) Students face difficulty as RBSE requires prior application; late requests are usually denied.

106. In the state of Rajasthan, the data of CWSN enrolled in government schools is updated on which portal, which aids in tracking their need for accommodations?
(A) Shala Darpan
(B) RajSSO portal
(C) e-Mitra system
(D) UDISE+ portal

107. Once the school forwards the application for accommodations, who issues the final official permission letter/admit card noting the concessions?
(A) The Class Teacher
(B) RBSE Ajmer
(C) The Block Development Officer
(D) The local Sarpanch

108. On the day of the examination, what must the CWSN carry to the examination centre to ensure smooth entry and availing of facilities?
(A) Only standard writing pens and stationery items approved by the school authorities
(B) Admit Card (with concession details), Disability Certificate/UDID, and RBSE permission letter
(C) All prescribed school textbooks and notebooks for last-minute study revision
(D) A blank official answer sheet provided by their respective school principal

109. If the designated scribe falls sick on the morning of the exam, what is the emergency procedure?
(A) The Centre Superintendent can allow an alternate scribe upon immediate submission of credentials.
(B) The candidate is strictly prohibited from taking the board examination on that scheduled day
(C) The assigned hall invigilator must physically write the entire examination for the candidate
(D) The entire board examination session is immediately cancelled for that specific test centre

NODIA

110. Why does RBSE insist on a strict timeline for processing CWSN accommodation applications?
(A) To collect additional late registration administrative processing fees from candidates
(B) To discourage CWSN candidates from applying for special board accommodations
(C) To ensure centres have time to arrange separate rooms, seating, and modified papers
(D) To keep administrative personnel busy processing paperwork throughout the academic year

111. During the application process, who acts as the primary liaison between the CWSN/parents and the RBSE?
(A) The District Collector
(B) The local hospital
(C) The local police station
(D) The School Principal

112. For Visually Impaired (VI) candidates appearing in RBSE exams, what specific format of the question paper can be provided upon prior request?
(A) Audio cassettes only
(B) Question papers in foreign languages
(C) Braille or Large Print question paper
(D) Only standard print papers are provided

113. When a VI candidate uses a Braille typewriter (Perkins Brailler) or a standard typewriter during an exam, what specific accommodation does the centre must provide?
(A) A completely dark room with no artificial light fixtures turned on
(B) A separate room, as typing noise may disturb other candidates
(C) An official translator to translate Braille into English text instantly
(D) A background musical instrument playing during the typing process

114. Are VI candidates in RBSE required to draw geometric constructions in Mathematics?
(A) Yes, VI candidates must strictly use standard non-tactile geometrical compasses
(B) Yes, but they are granted up to 10 total extended hours to complete constructions
(C) No, they are automatically exempted from taking the entire mathematics paper
(D) No, they are exempted from drawing questions and assessed on theoretical knowledge.

serves as the primary implementation framework for inclusive education, providing financial, infrastructural, and human resource support for students with special needs. It coordinates resource rooms, specialized learning materials, and itinerant special educators within affiliated government school networks.

9. (B) I, II, and IV
Resource support under inclusive education frameworks involves multi-tiered pedagogical assistance to ensure meaningful classroom access. Itinerant special educators visit various schools to offer specialized guidance, while block-level resource rooms supply specialized teaching aids. Co-teaching models between regular and special educators enhance learning, whereas regular classroom teachers maintain full primary responsibility for teaching all enrolled students without exemption.

10. (A) Providing exclusive medical treatment and surgery for the child
Special resource teachers in inclusive schools focus strictly on educational, pedagogical, and developmental support for children with special needs. Their professional responsibilities include curriculum adaptation, co-developing Individualized Education Programmes with regular teachers, and conducting peer sensitization activities. Medical treatments, surgical interventions, and clinical diagnoses lie entirely outside their professional educational mandate and belong strictly to qualified medical professionals.

11. (C) I and III only
Effective inclusion relies on collaborative partnerships between regular and special educators who jointly plan subject flexibility strategies and classroom adaptations. Regular teachers seek expert advice on specialized skills like Braille or sign language, but maintain primary academic responsibility for all students. Resource educators supplement instruction rather than completely taking over general classroom duties or relieving regular teachers.

12. (B) The special educator teaches the concept using concrete manipulatives during the lesson
Students with intellectual disabilities benefit significantly from multi-sensory and concrete learning experiences when grasping abstract mathematical concepts. Collaborative intervention strategies involve special educators introducing physical manipulatives, visual aids, and structured activities within the classroom context. Removing students permanently, assigning non-academic chores, or referring them to segregated institutions contradicts established principles of inclusive education and effective collaborative teaching.

13. (A) To provide therapeutic support, specialized educational aids, and educator coordination
Block-level Resource Centres function as decentralized support hubs under the Samagra Shiksha flagship scheme to strengthen inclusive educational delivery. These centers deliver specialized therapeutic interventions, distribute assistive technology devices, provide specialized learning materials, and coordinate itinerant special education personnel. They support neighborhood schools in retaining students with special needs rather than operating segregated institutions or separate board examination systems.

14. (A) Both A and R are true and R is the correct explanation of A
Inclusive schools are required to grant resource teachers structured access to children with special needs during regular instructional hours. Specialized resource support equips students with essential compensatory skills, adapted learning aids, and modified strategies. This structured assistance ensures that the standard curriculum remains accessible within general education classrooms, fully explaining why schools must facilitate such collaborative support.

15. (D) Samagra Shiksha in coordination with textbook boards
The provision and distribution of accessible instructional materials, such as Braille textbooks and audio learning resources, fall under state educational development programs. Samagra Shiksha collaborates with state textbook boards and specialized production units to ensure timely production and free distribution of these materials. This systematic arrangement guarantees that visually impaired students receive required curricular books upon transitioning into higher secondary grades.

Downloaded from www.pdf.tube

(B) By focusing on core knowledge rather than minor grammatical errors
(C) By grading their written responses on a separate, much tougher scale
(D) By awarding zero marks if the grammatical structure contains errors

125. The exemption from the compulsory third language (like Sanskrit) is most directly beneficial to which group of CWSN?
(A) Students with profound Hearing Impairment
(B) Students with mild physical disability
(C) Students with minor vision correction (using spectacles)
(D) Students with completely normal development

126. For candidates with Locomotor Disabilities, what is the most critical physical requirement at an RBSE examination centre?
(A) An automated elevator equipped with background music
(B) An indoor swimming pool facility inside the campus
(C) Ramps, accessible toilets, and ground-floor seating
(D) A fully equipped indoor athletic gymnasium facility

127. If a candidate has a locomotor disability that severely affects their dominant writing hand (e.g., severe contractures or amputation), what are their options for taking the RBSE exam?
(A) They must learn to write with their feet within 3 hours.
(B) They are exempted from all written exams and given a degree based on an interview.
(C) They cannot appear for the exam.
(D) They can use a scribe or be permitted to type their answers on a computer (if approved).

128. What accommodation is necessary for a student with Muscular Dystrophy who experiences severe fatigue during writing?
(A) Shouting at the student continuously to force them to write much faster
(B) Forcing the student to complete and submit their paper 30 minutes early
(C) Provision of compensatory time and scribe, along with brief rest pauses
(D) Confiscating their writing pen immediately upon observing fatigue

129. A student with Multiple Disabilities (e.g., Locomotor Disability + Visual Impairment) applies for RBSE accommodations. What is the standard approach of the board?
(A) Accommodations are strictly restricted to only one single primary disability
(B) A combination of accommodations is provided based on functional limits.
(C) Multiple disability diagnoses permanently disqualify students from board exams
(D) The student is mandated to write the board examination twice in two sessions

130. Why might a student with severe Cerebral Palsy require a specially adapted desk during the RBSE examination?
(A) Because special needs students are physically taller than average peers
(B) Because regular examination desks are considered too cheap to utilize
(C) To completely hide their written answer sheets from surrounding peers
(D) To fit a wheelchair and support arms to minimize involuntary movements

131. In the context of RBSE physical education exams or practicals, how is a candidate with a severe lower-limb locomotor disability assessed?
(A) Assessed on adapted physical activities and theoretical sports knowledge.
(B) Mandated to participate in a standard timed 100-meter track sprint
(C) Automatically failed in the practical physical education module
(D) Required to compete in high jump field events without modifications

NODIA

132. The requirement for exam centres to have ramps and accessible toilets is a legal mandate under which specific section/concept of the RPWD Act 2016?
(A) Section on financial grants
(B) Section on punishment for crimes
(C) Accessibility and Barrier-Free Environment
(D) Section on corporate social responsibility

133. Recent circulars by educational boards regarding inclusive examinations increasingly align with the vision of which overarching national policy?
(A) National Education Policy (NEP) 2020
(B) Kothari Commission 1966
(C) Macaulay's Minute 1835
(D) National Policy on Education 1986 only

structure their bylaws and examination rules in alignment with this national legislation.

24. (C) Third Language
State education boards offer specific subject exemptions for candidates with benchmark disabilities that severely impact linguistic processing or communication. Under secondary curriculum frameworks, eligible students with special needs, particularly those with hearing impairments or severe learning disabilities, are granted formal exemption from studying the compulsory third language. This policy reduces cognitive overload while focusing language instruction on foundational communication.

25. (A) I and II only
Exemption from the compulsory third language in state board curricula is primarily extended to candidates with significant sensory impairments, such as deafness, hard of hearing, or blindness. These conditions present substantial barriers to acquiring multiple language systems simultaneously. The entitlement is based on documented disability status and functional linguistic challenges, without requiring candidates to pass additional advanced mathematics assessments.

26. (A) Inform the teacher that hearing-impaired students are exempt from the third language under RBSE rules.
Special educators advocate for student entitlements established by official education board regulations and disability laws. Candidates with profound hearing impairment possess formal statutory exemption from taking a compulsory third language in secondary examinations. Clarifying board circulars to school staff ensures the student is correctly registered for permissible alternate subjects without experiencing unnecessary academic hardship or being forced out of regular schooling.

27. (B) A valid Disability Certificate or UDID card
Official authorization for curriculum exemptions or examination concessions requires formal administrative verification of eligibility. Education boards mandate the submission of an authentic Disability Certificate issued by a competent medical authority or a valid Unique Disability ID card. Affidavits from local officials, informal peer petitions, or private tutoring performance notes carry no legal validity for granting official board accommodations.

28. (A) Both A and R are true and R is the correct explanation of A
Secondary boards permit students with severe specific learning disabilities to be exempted from studying three languages concurrently. Dyslexia and related language processing disorders create substantial barriers in phonological processing, reading decoding, and written expression. Forcing multi-language mastery causes extreme academic frustration, fully justifying language exemptions as a necessary accommodation to promote educational retention and success.

29. (A) Percentage is calculated based on total marks of remaining subjects taken.
When a candidate with special needs receives a formal exemption from a compulsory board subject, evaluation policies adjust total marks accordingly. The final aggregate percentage and result classification are calculated proportionately using the total marks obtained in the remaining required subjects. Candidates are not penalized with zero marks, nor are unearned grace marks awarded to fill the exempted subject slot.

30. (C) Hearing Impairment
Candidates with hearing impairment face profound communication and linguistic development barriers due to restricted auditory input. Learning multiple languages simultaneously requires complex phonological processing and auditory feedback mechanisms that are severely compromised in deaf or hard-of-hearing individuals. Consequently, language exemption provisions in secondary education are most frequently requested and utilized by candidates within the hearing impairment category.

31. (D) Continuous and Comprehensive Evaluation (CCE) with adaptations replaces pass/fail criteria
The Right to Education Act mandates free and compulsory elementary education in an inclusive setting without mandatory detention up to Class 8. For children with special needs, continuous assessment is modified through adapted evaluation tools, flexible tasks, and individualized feedback instead of rigid pass-fail criteria. This approach prioritizes personal

Click Here to Buy book on Flipkart

allowance for eligible candidates with special needs. Candidates requiring extra time due to physical, sensory, or learning disabilities are granted compensatory time at the rate of 20 minutes per hour of examination duration. For a standard three-hour examination paper, this entitlement equals one additional hour.

49. (A) I and II only
Compensatory extra time is provided to candidates with certified disabilities to address physical writing limitations, visual impairment, or processing delays associated with learning disabilities. Crucially, candidates utilizing a scribe remain fully eligible for extra time, as dictation and transcription processes require additional coordination. Granting extra time exclusively to candidates without scribes is contrary to official examination guidelines.

50. (D) Dyslexia impairs neurological processing, making reading text slower
Dyslexia is a specific learning disability of neurological origin characterized by difficulties with accurate or fluent word recognition, decoding, and spelling. These neurological processing deficits significantly reduce reading speed and text comprehension efficiency under timed conditions. Granting extra time during examinations compensates for these cognitive processing delays, allowing candidates with dyslexia to read questions and formulate written answers effectively.

51. (A) 4 hours
Inclusive examination guidelines mandate compensatory time at the rate of 20 minutes per hour for eligible candidates with special needs. For a standard three-hour board examination paper, the candidate is entitled to 60 additional minutes of compensatory time. Adding one hour of extra time to the original three-hour examination period results in a total allowable time of 4 hours.

52. (C) Along with the submission of the examination application form by the school
Requests for examination accommodations, including extra time, scribes, or subject exemptions, must be formally submitted during the initial board examination registration window. Schools collect verified disability documentation and submit accommodation requests alongside candidate application forms well before exams begin. Early processing allows examination boards to approve entitlements and enable centers to make necessary administrative arrangements.

53. (D) I, II, III, and IV
The Rights of Persons with Disabilities Act 2016 recognizes 21 specified disability categories, extending equal rights to examination accommodations across all benchmark conditions. Candidates with blindness, specific learning disabilities, locomotor impairments, or acid attack injuries causing functional writing limitations are legally entitled to extra time. Concessions are determined by documented functional barriers rather than restricted to traditional physical disability classifications.

NODIA

54. (D) 12:45 PM
Standard compensatory time is calculated at 20 minutes per hour of examination time. For a paper lasting 3 hours and 15 minutes, the candidate receives 60 minutes of compensatory time for the 3 hours of testing. Adding 60 extra minutes to the standard scheduled conclusion time of 11:45 AM extends the final examination end time to 12:45 PM.

55. (B) knowledge; disability
Compensatory time in educational assessments is designed to neutralize the operational barriers imposed by physical, sensory, or neurological impairments. By extending test duration, examination boards ensure that evaluation outcomes accurately reflect a candidate's actual academic knowledge and conceptual understanding rather than measuring the speed limitations imposed by their functional disability. This aligns assessments with principles of equity.

56. (C) Specific Learning Disability (Severe Dyscalculia)
Dyscalculia is a specific learning disability that severely impairs a candidate's capacity to understand numbers, learn math facts, and execute basic arithmetic calculations. Recognizing that dyscalculia represents a specific cognitive processing deficit rather than a lack of effort, examination boards often permit simple calculators during math tests to allow candidates to demonstrate higher-order mathematical reasoning.

40. (C) Are unable to write independently due to visual, locomotor, or learning disabilities
A scribe or writer is an accommodation provided during formal examinations for candidates whose certified physical, visual, or neurological disability severely impairs their independent writing ability. Scribe assistance ensures that candidates with conditions such as blindness, upper-limb motor dysfunction, or severe dysgraphia can dictate responses without being disadvantaged. Scribes are not authorized for candidates without documented medical conditions or poor handwriting.

41. (A) I and II only
To prevent unfair advantages during examinations, education boards enforce strict qualification criteria for scribes. A scribe must have lower academic qualifications than the candidate and cannot be currently enrolled in advanced grades or college coursework. Scribes must act strictly as neutral writers, meaning they should not possess subject expertise in the subject being examined, ensuring academic integrity is fully maintained.

42. (A) No, the scribe is a mechanical writer and must not have higher qualifications or subject expertise.
Examination rules dictate that a scribe functions solely as a mechanical writer who transcribes dictated responses verbatim. Scribes must not possess advanced knowledge or subject expertise in the examination discipline, as this could compromise assessment fairness. demanding subject-matter experts contradicts board norms and disability regulations designed to evaluate the candidate's personal knowledge rather than the scribe's subject competence.

43. (B) Yes, upon submitting a valid CMHO medical certificate, temporary scribe permission is granted.
Scribe accommodations are not restricted solely to individuals with permanent benchmark disabilities; they also extend to candidates experiencing sudden temporary physical incapacitation. A student suffering a severe injury or dominant hand fracture shortly before an examination can request a scribe. Granting temporary permission requires submitting a certified medical certificate from a competent government health officer to the board.

NODIA

44. (A) Both A and R are true and R is the correct explanation of A
Board regulations strictly prohibit scribes from translating, prompting, explaining, or interpreting examination questions for candidates. The scribe's mandatory role is strictly mechanical, requiring them to write down the candidate's dictated answers verbatim without alteration or assistance. This rule ensures that the final response script authentically reflects the candidate's independent knowledge, maintaining standard examination integrity across all centers.

45. (A) The candidate/parents, subject to approval by RBSE/Centre Superintendent
Under established examination guidelines, candidates with special needs or their guardians are generally permitted to identify and present a suitable scribe of their choice. The candidate submits the prospective scribe's academic credentials and identification details to school authorities and the board's centre superintendent for formal verification and final approval prior to conducting the written board examination.

46. (C) Notify the Centre Superintendent immediately to seek a replacement scribe
If a scribe fails to follow dictation accurately, writes too slowly, or exhibits uncooperative behavior during an examination session, the candidate must report the issue immediately to the centre superintendent. The superintendent holds administrative authority to evaluate the complaint and provide a suitable replacement scribe from an approved panel, ensuring the candidate is not unfairly disadvantaged during testing.

47. (D) Yes, the scribe draws based on instructions, though VI candidates are usually exempt from diagrams
In examinations requiring technical diagrams or geographical maps, a scribe may draw figures strictly according to explicit step-by-step oral instructions provided by the candidate. However, visually impaired candidates are typically granted formal exemption from complex visual drawing tasks altogether, receiving alternative descriptive questions or adjusted scoring structures to ensure fair assessment of subject knowledge.

48. (C) 20 minutes per hour
Standard national and state inclusive examination guidelines specify a uniform compensatory time

with intellectual disabilities to opt for alternative practical or vocational subjects in place of abstract theoretical courses like Social Science. School leaders inform parents of these legal entitlements, facilitating formal application for board-approved replacement subjects to ensure candidates complete secondary education without unnecessary barriers.

84. (C) They can pursue Arts, Humanities, or Vocational streams, though STEM may be restricted.
Selecting alternate subjects such as Painting instead of Mathematics provides a valid secondary school passing certificate while shaping future higher education options. Candidates who drop secondary mathematics remain fully eligible to pursue higher secondary and undergraduate programs in Arts, Humanities, Fine Arts, and various Vocational fields, though higher-level Science, Technology, and Engineering courses requiring background math remain restricted.

85. (A) I, II, and III
Opting for alternate subjects requires structured counseling by school authorities to inform parents and students about future academic and career pathways. The process demands verified medical certification confirming disability eligibility and formal approval from the education board prior to examination registration deadlines. Subject choices cannot be changed arbitrarily on the day of the examination.

86. (D) They enhance employability and independent living skills.
Vocational subjects are actively promoted as alternate options for students with special needs under Samagra Shiksha due to their practical orientation. Skill-based subjects focus on functional competencies, hands-on tasks, and applied learning, which directly enhance future employability and independent living capacities. Vocational training fosters economic self-sufficiency rather than relying solely on abstract academic memorization.

87. (B) It reduces stigma around non-traditional subjects.
National education policies emphasize dismantling rigid barriers between academic, vocational, and extra-curricular streams. Integrating vocational and practical subjects into mainstream secondary education eliminates traditional academic hierarchies. For students with special needs opting for alternate practical subjects, this curricular integration significantly reduces social stigma, recognizing skill-based learning as equal in value to conventional theoretical coursework.

88. (C) Questions requiring drawing or visual interpretation of diagrams, maps, or graphs
Visually impaired candidates appearing for science or social science examinations are routinely exempted from test items that rely on visual perception or fine graphic execution. Questions demanding the drawing of intricate biological structures, interpretation of graphical trends, or map pointing are replaced with alternate descriptive items, evaluating theoretical concept mastery without visual bias.

89. (D) Alternate objective questions are provided, or marks are awarded proportionately.
When candidates with visual impairments are exempted from visual diagram or map-pointing questions, examination boards ensure scoring equity through structured test adjustments. Board question papers include alternative descriptive or objective text-based questions carrying equal mark weightage. Alternatively, total examination scores are adjusted proportionately based on the candidate's performance across remaining accessible questions.

90. (A) Lenient evaluation focusing on core content rather than spelling or grammar errors
Candidates with profound pre-lingual hearing impairment experience restricted auditory feedback, which significantly impacts vocabulary acquisition, sentence syntax, and grammatical structures. Examination evaluation guidelines mandate lenient marking for language papers, prioritizing conceptual understanding and core content over minor spelling or grammatical errors, thereby assessing true comprehension rather than language mechanics.

91. (B) The practical exam is waived or replaced with oral/MCQ assessment of concepts
Practical science assessments involving visual observations, chemical titration color changes, or microscope navigation present physical barriers for visually impaired students. Examination boards modify practical evaluation modes by waiving direct laboratory manipulation and replacing it with viva-voce examinations,

Downloaded from www.pdf.tube

57. (B) I and III only
Permissible aids during board examinations include specialized tactile tools like an abacus or Taylor frame for visually impaired candidates, as well as personal hearing aids for candidates with hearing impairments. Programmable scientific calculators with memory capacity are strictly prohibited for all candidates to maintain examination integrity, making general permission for advanced scientific devices incorrect under standard board bylaws.

58. (A) Allow the tactile geometry kit as a permitted assistive device.
Tactile geometry kits equipped with raised markings and embossed scales are recognized essential assistive devices for visually impaired candidates taking mathematics examinations. Centre superintendents are required by inclusive examination regulations to permit such verified non-electronic assistive tools. Confiscating adaptive tools, deducting marks, or restricting candidates from using necessary tactile devices directly violates board inclusion policies.

59. (B) A screen-reading computer provided to a blind candidate
Technological devices capable of processing or transmitting text, such as screen-reading computers or laptops, require advance board approval and strict invigilation. Examination centers must ensure these electronic systems are completely disconnected from external networks and cleared of unauthorized pre-stored files. In contrast, manual mobility aids, crutches, or handheld magnifiers do not pose technological security risks.

60. (B) A handheld optical magnifier
Candidates with severe low vision are permitted to use non-electronic optical magnification tools, such as handheld magnifying glasses, to read printed question papers independently. These optical aids do not store information or transmit data, making them safe and standard accommodations. Smartwatches, smartphones, and wireless earpieces are strictly banned electronic communication devices across all board examination centers.

61. (A) The computer must be disconnected from internet and free of pre-stored material.
When candidates are authorized to use computers or laptops for typing responses during board examinations, strict protocol measures are enforced to maintain assessment integrity. The computing device must be completely isolated from local networks and the internet, with all pre-existing files or reference materials removed. System software is inspected by examination authorities prior to commencing test sessions.

62. (C) The RPWD Act 2016
The Rights of Persons with Disabilities Act 2016 explicitly guarantees the rights of individuals with benchmark disabilities to access appropriate assistive technology and adapted devices in educational environments. Section 16 mandates that educational institutions and examining bodies provide necessary supportive aids, accessible examination modes, and reasonable accommodations to ensure full participation and equitable assessment opportunities.

63. (D) Text-to-speech software or an audio question paper
Candidates with severe dyslexia experience significant difficulties with visual decoding and reading printed text. When authorized by examination boards, text-to-speech software or pre-recorded audio question papers serve as effective technological accommodations. These tools convert written test items into auditory format, enabling candidates to understand question content independently without relying on human readers or altering core academic requirements.

64. (C) To minimize distractions and facilitate accommodations without disturbing others
Separate examination seating arrangements for candidates with special needs serve to optimize testing environments for individual requirements. Dedicated rooms allow candidates using scribes, screen readers, or specialized typewriters to dictate or type without creating noise distractions for regular test-takers. Furthermore, separate quiet rooms minimize sensory overload for candidates with neurodevelopmental conditions like autism or ADHD.

65. (B) Providing a seat in a quiet room with minimal distractions
Autism Spectrum Disorder often involves sensory processing sensitivities, where high noise levels, visual movement, and crowded environments cause severe distress and reduced focus. Seating a candidate with autism in a small, quiet, low-

NODIA

marksheet confirming eligibility, and a formal signed declaration form agreeing to abide by board scribe rules.

101. (A) An emergency government hospital medical certificate detailing writing inability
Candidates suffering sudden temporary physical incapacitation, such as hand fractures or acute illness immediately prior to board examinations, are eligible for temporary accommodations. School authorities must submit an emergency medical certificate issued by a recognized government hospital medical officer detailing the candidate's temporary writing inability to secure formal temporary scribe approval.

102. (D) Verify document authenticity and forward the application to RBSE within deadline
School principals serve as critical administrative facilitators for inclusive examination provisions. Their primary responsibility involves verifying the authenticity of candidate disability certificates, checking application completeness, and forwarding formal accommodation requests to the examination board well before established deadlines, ensuring students receive authorized examination facilities without delay.

103. (B) UDID portal
The UDID portal, developed by the Department of Empowerment of Persons with Disabilities, serves as the central digital platform for issuing, processing, and verifying disability certificates across India. Integrated with state education databases, it allows educational authorities to verify candidate disability status electronically, streamlining the approval process for examination accommodations.

104. (C) Identify CWSN when filling the online board exam registration form
The initial step for securing board examination accommodations involves accurate candidate identification during annual board registration. Schools must explicitly identify candidates with special needs and record their disability details in the online board registration portal, triggering official administrative processing and establishing candidate eligibility for necessary accommodations.

105. (D) Students face difficulty as RBSE requires prior application; late requests are usually denied.
Examination boards enforce strict advance application deadlines for special accommodations to allow time for logistical planning, center allocation, and modified paper printing. If a school fails to register candidate accommodation needs during the official registration window, emergency last-minute requests are usually rejected, creating significant hardship for candidates seeking scribes or extra time.

106. (A) Shala Darpan
Shala Darpan is the flagship digital management portal utilized by the Education Department of Rajasthan for real-time tracking of government school infrastructure, staff, and student demographics. Profiles of students with special needs, including disability types and accommodation needs, are recorded on Shala Darpan to ensure targeted resource allocation and seamless board exam planning.

107. (B) RBSE Ajmer
While schools collect candidate documentation and forward accommodation requests, final administrative approval rests exclusively with the examining board headquarters. The Rajasthan Board of Secondary Education evaluates submitted disability records and issues official permission letters or modified admit cards detailing authorized accommodations, which candidates present at examination centers.

108. (B) Admit Card (with concession details), Disability Certificate/UDID, and RBSE permission letter
To guarantee seamless entry and claim authorized facilities at designated examination centers, candidates with special needs must present complete documentation. Candidates must carry their official board admit card specifying granted concessions, valid disability certificate or UDID card, and the formal permission letter issued by the board to show center superintendents.

109. (A) The Centre Superintendent can allow an alternate scribe upon immediate submission of credentials.
If an approved scribe experiences a sudden emergency on examination morning, contingency procedures protect candidate interests. The centre superintendent is authorized to approve

Click Here to Buy book on Amazon

into effect. For instance, if a candidate scores 30 marks where 33 is required, the board applies authorized grace marks to bridge the narrow three-mark gap, enabling the student to successfully pass the paper.

75. (A) Both A and R are true and R is the correct explanation of A
Grace marks serve as an essential equity measure rather than an unfair privilege in educational testing. Standardized written examinations inherently favor traditional learning styles and may inadvertently penalize students with special needs for functional or speed limitations rather than measuring true cognitive competence. Granting grace marks compensates for these systemic assessment barriers, fully explaining why the policy represents equity.

76. (B) Generally applicable to both, subject to board percentage limits
Grace mark provisions established by secondary education boards generally cover both theoretical written examinations and practical assessment components. The application of grace marks across either assessment domain is governed by strict statutory limits and percentage caps defined in board regulations, ensuring that total grace allowances do not exceed maximum permissible thresholds set for eligible candidates.

77. (A) National Education Policy (NEP) 2020
The provision of grace marks and flexible assessment mechanisms to prevent student retention and academic dropout directly reflects the core principles of the National Education Policy 2020. NEP 2020 prioritizes equitable and inclusive education, emphasizing flexible learning pathways, continuous support, and retention strategies for children with special needs across all levels of schooling.

78. (C) Conditionally applied when falling short of the pass mark by a small margin
Grace marks are not automatically added to the test scores of all registered candidates with special needs across all subjects. Instead, they are applied conditionally during computerized processing only when a candidate's actual score falls short of the minimum passing mark by a small, board-defined margin, thereby assisting eligible students to pass.

79. (D) The mark sheet is standard, with minimal or coded indication ensuring no discrimination.
To prevent social stigma and workplace discrimination, education boards issue official academic mark sheets to candidates with special needs using standard design templates. Mark sheets do not feature prominent disclaiming stamps or distinct background colors indicating grace mark utilization. Essential administrative codes or minimal notations are handled discreetly, safeguarding candidate dignity and equal legal standing.

80. (C) Home Science
Secondary education boards offer approved alternate subjects for candidates with special needs who face severe cognitive or learning challenges in abstract disciplines like advanced mathematics or pure science. Practical and application-based subjects, such as Home Science, Work Education, or Music, are frequently offered as permissible alternatives, enabling candidates to fulfill secondary certification requirements successfully.

81. (B) Subject flexibility
Substituting visually intensive or graphic-based subjects like Engineering Drawing with theoretical or audio-centric disciplines such as Political Science or Music exemplifies subject flexibility. Subject flexibility policies allow candidates with sensory impairments to choose alternative academic options that bypass specific sensory barriers while maintaining equivalent educational standards and complete secondary course fulfillment.

NODIA

82. (D) The Rajasthan Board of Secondary Education (RBSE)
The Rajasthan Board of Secondary Education holds sole state statutory authority for defining secondary school curricula, examination bylaws, and approved subject combinations within Rajasthan. RBSE formulates and publishes official lists of permissible alternate and vocational subjects available to candidates with special needs enrolled in its affiliated government and private educational institutions state-wide.

83. (A) Yes, RBSE allows CWSN to choose an alternative vocational or practical subject in lieu of Social Science.
Inclusive education provisions established by state examination boards permit candidates

developmental progress and active participation over traditional standardized testing metrics.

32. (C) To accommodate slower processing speed or physical limits while learning
Providing additional instructional time in inclusive classrooms addresses specific functional limitations associated with diverse disabilities. Conditions such as cerebral palsy, visual impairments, or specific learning disabilities frequently affect fine motor control, reading speed, and information processing efficiency. Extra time ensures that learning activities reflect actual cognitive understanding rather than physical or processing speed constraints.

33. (A) I and II only
Allocating additional time during instructional activities allows candidates with learning difficulties or motor challenges to process texts and complete assignments effectively. Schools manage this through flexible scheduling, adjusted period lengths, or supplementary resource room support. Far from violating equity principles, this practice embodies educational equity by providing necessary support so all students can achieve common learning objectives.

34. (D) Accommodation
An accommodation is a change in the environment, timing, or format of an academic task that allows a student with a disability to access learning without altering the fundamental learning standards or curriculum expectations. Granting extra time to a student with cerebral palsy to complete written classwork compensates for motor limitations, serving as a classic example of an accommodation.

35. (A) Provide Braille handouts in advance or allow extra time in resource periods
Tactile reading using Braille inherently requires more time than visual reading of printed text due to sequential character processing. To ensure equitable learning access during regular instruction, teachers should distribute tactile reading materials in advance or allocate compensatory time during dedicated resource periods. Withholding materials, skipping content, or reducing instructional time for others creates inequitable educational environments.

36. (C) By using resource room periods and remedial teaching sessions
Government schools manage extra instructional time for students with special needs by leveraging dedicated resource rooms and structured remedial teaching periods. These sessions provide specialized academic support without extending overall daily school operating hours or disrupting regular master timetables. This organizational approach ensures that students receive tailored assistance while maintaining consistent participation in general classroom schedules and peer activities.

37. (B) I, II, and IV
Students with Attention-Deficit/Hyperactivity Disorder often experience executive dysfunction and slower processing speed, making large assignments overwhelming. Effective pedagogical accommodations include granting extra completion time, breaking lengthy tasks into smaller sequential steps, and reducing repetitive practice items to maintain focus. Completely replacing the core syllabus with unrelated content is inappropriate, as accommodations should support access to the standard curriculum.

38. (D) Accommodations
An Individualized Education Programme outlines necessary instructional strategies, specialized services, and environmental adaptations tailored to a student's unique learning needs. Provisions such as extra time, modified seating, tactile aids, and assistive technology are categorized under the accommodations component of the IEP. These modifications enable students to access the general curriculum and demonstrate knowledge without altering foundational educational standards.

39. (B) Continuous and Comprehensive Evaluation (CCE)
Continuous and Comprehensive Evaluation provides a flexible assessment framework that evaluates student development over time using diverse tools and adaptations. CCE seamlessly integrates accommodations like extended response time, portfolio assessments, and observational rubrics during regular instruction. This approach contrasts sharply with rigid, strictly timed speed tests, which penalize students with processing delays rather than measuring their true conceptual understanding.

Downloaded from www.pdf.tube

structured oral questions, or accessible multiple-choice assessments that test practical scientific concepts effectively.

92. (B) Objective MCQs or short answers
Dysgraphia is a specific learning disability that affects handwriting mechanics, fine motor control, and spatial written organization. Forcing candidates with dysgraphia to complete lengthy essay-type questions creates severe physical strain and written expression barriers. Utilizing objective multiple-choice formats or concise short-answer questions allows candidates to demonstrate subject knowledge effectively without being hindered by writing limitations.

93. (A) Equity in assessment
Exempting candidates with specific disabilities from inaccessible question types embodies the core special education principle of equity in assessment. Equity requires adjusting testing formats and response modes to eliminate non-essential measurement barriers, ensuring candidates are evaluated on their true academic mastery rather than penalized for functional limitations caused by disability.

94. (C) Provide a descriptive alternate question of 5 marks printed for VI candidates
Standard board examination protocols require question papers to feature dedicated alternative items for visually impaired candidates wherever map-pointing or visual diagram questions appear. If a standard paper includes a compulsory 5-mark map exercise, a corresponding text-based, 5-mark descriptive question is provided, allowing blind candidates to earn equivalent marks through written explanation.

95. (D) Allow an adapted keyboard/trackball or ask oral questions on software commands
Students with spastic cerebral palsy face significant motor coordination challenges that prevent effective operation of standard computer mice or hardware peripherals. Appropriate assessment adaptations include providing specialized assistive hardware like adapted keypads, large trackballs, or eye-gaze systems. Alternatively, examiners may assess practical knowledge through structured oral questions covering software commands and conceptual understanding.

96. (C) A valid Disability Certificate or Unique Disability ID (UDID) card
Official authorization for any examination accommodation, such as scribes, compensatory time, or subject exemptions, strictly requires verified medical documentation. Examination boards mandate the submission of an authentic Disability Certificate issued by a recognized government medical board or a valid Unique Disability ID card, establishing legal eligibility for inclusive accommodations.

97. (A) I and II only
The Unique Disability ID project is a central government initiative creating a national database and unified identity card for persons with disabilities. State education boards recognize valid UDID cards as official verification for granting examination concessions. UDID cards are issued to eligible individuals of all ages, making age restriction statements factually incorrect.

NODIA

98. (D) Chief Medical and Health Officer (CMHO)
In Rajasthan, government medical boards authorized to evaluate disability percentage and issue official benchmark disability certificates operate under the administrative authority of the Chief Medical and Health Officer at the district level. Medical boards comprising specialized healthcare professionals evaluate functional limitations to issue formal disability documentation required for educational concessions.

99. (C) 40%
Under the Rights of Persons with Disabilities Act 2016, a person with benchmark disability is legally defined as an individual with not less than 40 percent of a specified disability. Achieving this statutory threshold of 40 percent certified impairment is mandatory for candidates to become eligible for statutory educational concessions, examination scribes, and compensatory time.

100. (C) Scribe's photo, educational certificate, and declaration form
To obtain official authorization for a candidate's scribe, school principals must submit complete verification documentation to the examination board. Required paperwork includes the proposed scribe's recent photograph, certified copies of their latest educational qualification

stimulus room minimizes external sensory distractions. This reasonable accommodation enables the student to maintain concentration and complete the examination paper in a supportive setting.

66. (D) Dictation between candidate and scribe would disturb other students in a shared hall
Candidates utilizing scribes during written board examinations must speak aloud to dictate their responses, while scribes may need to read back written sentences for verification. Conducting oral dictation in a general examination hall would create significant auditory disruption for surrounding candidates. Separate seating rooms ensure that dictation occurs freely without disturbing other test-takers during the exam.

67. (A) On the ground floor in an accessible room
Barrier-free physical access is a fundamental legal requirement for examination centers hosting candidates with physical disabilities. Wheelchair users must be assigned seating on the ground floor of the examination venue, in rooms accessible via smooth pathways and ramps. Assigning upper-floor seating without functional elevators creates physical barriers and violates statutory accessibility mandates established by disability legislation.

68. (C) An invigilator trained in dealing with special needs children
Separate rooms designated for candidates with special needs must maintain official examination oversight while providing a supportive environment. Educational boards require these rooms to be supervised by trained invigilators who understand inclusive examination guidelines and disability sensitivity. Assigning police officers, parents, or leaving rooms unmonitored compromises both candidate well-being and standard board examination protocols.

69. (A) Seat the blind candidate and scribe in a separate room, and the deaf candidate where they can see the invigilator clearly.
Seating plans must address the specific functional requirements of different disability categories. A candidate using a scribe requires a separate room to prevent dictation noise from disturbing others. Conversely, a deaf candidate does not create noise and should sit in a general or quiet classroom where they can clearly observe the invigilator's visual instructions and announcements.

70. (D) It removes external stimuli, helping them maintain focus
Attention-Deficit/Hyperactivity Disorder is characterized by heightened vulnerability to environmental distractions and difficulty sustaining focus during lengthy, repetitive tasks. Assigning a student with ADHD to a quiet, separate seating environment significantly reduces extraneous visual and auditory stimuli. This controlled environment supports sustained attention, allowing the candidate to process questions and complete test responses effectively.

71. (B) Universal accessibility
Providing accessible seating, ramps, tactile paving, and barrier-free facilities at examination centers directly embodies the principle of universal accessibility under the RPWD Act 2016. Universal accessibility mandates that built environments, public services, and educational facilities must be designed to ensure equal access and independent navigation for all individuals, regardless of physical or sensory limitations.

72. (C) Providing marginal marks to help a CWSN pass if failing by a narrow margin
Grace marks represent a compensatory assessment provision where examination boards award a limited number of additional marks to candidates with special needs who fall slightly short of minimum passing criteria. This policy prevents academic failure and grade repetition resulting from minor score shortfalls caused by disability-related functional limitations, thereby promoting educational retention within inclusive school systems.

73. (B) I and III only
Grace mark policies are formal equity measures designed to compensate for functional disadvantages experienced by candidates with special needs under standardized assessment conditions. These rules are explicitly defined within board examination bylaws, specifying exact percentage limits and eligibility criteria. Grace marks serve solely to help failing candidates reach minimum passing thresholds, not to guarantee high academic divisions.

74. (A) The board may award permissible grace marks (e.g., 3-5 marks) to help clear the paper.
When a candidate with a certified disability achieves a score slightly below the standard passing threshold, board grace mark rules come

Click Here to Buy book on Flipkart

an emergency replacement scribe immediately, provided the candidate or school submits the replacement's identification and academic credentials verifying they meet board eligibility rules before the exam starts.

110. (C) To ensure centres have time to arrange separate rooms, seating, and modified papers
Enforcing strict advance timelines for processing accommodation requests ensures essential administrative and logistical readiness across examination centers. Early registration allows test centers sufficient time to arrange accessible ground-floor seating, isolate separate quiet testing rooms, assign qualified invigilators, and supply adapted question papers, such as large print or Braille versions.

111. (D) The School Principal
The school principal functions as the essential administrative liaison connecting candidates with special needs and the state examination board. Principals collect medical documentation, verify application eligibility, submit online accommodation requests, and convey official board permissions to candidates, ensuring all statutory inclusion entitlements are effectively implemented at testing centers.

112. (C) Braille or Large Print question paper
To ensure equitable testing access for candidates with visual impairments, education boards provide alternative question paper formats upon timely advance request. Candidates with total blindness receive embossed Braille question papers, while candidates with certified low vision are provided with large-print question papers printed in expanded font sizes for independent reading.

113. (B) A separate room, as typing noise may disturb other candidates
When visually impaired candidates operate mechanical Braille typewriters such as Perkins Braillers or standard keyboards during written examinations, keystroke impacts create continuous mechanical noise. To prevent visual and auditory distractions for surrounding test-takers, examination centers must place typewriter users in a separate, dedicated examination room with individual invigilation.

114. (D) No, they are exempted from drawing questions and assessed on theoretical knowledge.
Visually impaired candidates taking board mathematics examinations are exempt from executing manual geometric constructions requiring visual precision and standard drawing tools. Instead of visual construction tasks, candidate evaluation focuses on theoretical geometric principles, spatial definitions, and conceptual problem-solving assessed through descriptive questions or accessible tactile formats.

115. (A) Visual or learning disability
A reader is an authorized examination assistant who reads test questions aloud to candidates unable to decode printed text independently. Reader accommodations are granted to candidates with severe visual impairments or significant learning disabilities like dyslexia, enabling them to comprehend examination items without altering core academic evaluation standards.

116. (C) It is evaluated by a Braille evaluator or transcribed into print before evaluation.
When candidates submit board examination answer scripts written in Braille, specialized evaluation procedures are followed. Answer booklets are either assigned directly to certified Braille-literate evaluators or systematically transcribed into standard print script by trained experts before being evaluated by subject teachers against standard answer keys.

117. (A) Evaluated using tactile/embossed maps or given alternate assessments.
In geography practical examinations, visually impaired candidates are accommodated using specialized accessible materials or adapted testing modes. Practical skill evaluation utilizes tactile embossed maps and raised globes allowing spatial exploration by touch, or relies on alternative structured oral exams assessing geographical concepts rather than visual map reading.

118. (D) Government Institute for Visually Impaired / Resource centres
State government institutes for the visually impaired and specialized resource centers in Rajasthan work closely with state education authorities. These specialized institutions assist in transcribing standard textbooks into Braille, producing raised tactile teaching aids, training

Downloaded from www.pdf.tube

educators, and providing expert technical guidance for conducting accessible board examinations.

119. (B) Difficulty understanding verbal instructions from the invigilator
Candidates with profound hearing impairment possess intact visual and motor capabilities but face significant auditory communication barriers. During examinations, their primary operational challenge involves missing spoken announcements, oral instructions, or time updates delivered verbally by hall invigilators, requiring visual communication adaptations to ensure equal administrative access.

120. (C) By facing the candidate when speaking, using gestures, or writing on the board
Invigilators support hearing-impaired candidates by employing clear visual communication strategies during examination sessions. Facing the candidate directly allows lip-reading, while supplementing spoken words with natural gestures, written instructions on the blackboard, or printed notification slips ensures essential administrative announcements are fully understood without causing undue anxiety.

121. (D) Yes, permitted as essential medical assistive devices.
Personal hearing aids and cochlear implant processors are classified as essential medical assistive devices rather than prohibited electronic gadgets. Candidates with certified hearing impairment are legally entitled to wear and utilize their personal auditory devices throughout board examinations to ensure effective communication and maintain basic environmental orientation.

122. (A) Oral viva-voce examinations
Candidates with certified speech and language disorders experience significant physical or neurological difficulties in generating fluent verbal speech. Standard oral viva-voce examinations represent an inappropriate assessment mode for these candidates, as speech impairments prevent effective verbal demonstration of knowledge, demanding alternative written or non-verbal assessment adaptations.

123. (B) Allow written answers or use of a communication board/AAC device
When oral assessments or viva-voce tests are mandatory components of practical examinations, suitable alternative response modes must be provided for candidates with speech impairments. Examiners allow candidates to write down their responses, utilize communication picture boards, or employ augmentative and alternative communication electronic devices to express their knowledge.

124. (B) By focusing on core knowledge rather than minor grammatical errors
Pre-lingual deafness limits natural exposure to spoken language syntax, often resulting in unique sentence structures and grammatical non-conformities in written work. Examination evaluation guidelines instruct evaluators to focus on core conceptual understanding, factual accuracy, and subject content rather than penalizing candidate scores for minor grammatical or syntactic errors.

125. (A) Students with profound Hearing Impairment
Exemption from studying a compulsory third language directly benefits candidates with profound hearing impairment. Developing fluency in multiple written and spoken languages poses severe linguistic challenges due to restricted auditory input, making language reduction policies essential for allowing deaf candidates to focus energy on mastering foundational curriculum areas.

126. (C) Ramps, accessible toilets, and ground-floor seating
For candidates with locomotor disabilities, physical venue accessibility is essential for participating in formal board examinations. Examination centers must provide structural accessibility accommodations, including ground-floor testing room allocation, exterior and interior wheel-chair ramps, wide doorways, and properly equipped accessible toilet facilities to ensure independent physical access.

NODIA

127. (D) They can use a scribe or be permitted to type their answers on a computer (if approved).
Candidates whose dominant upper limbs are severely affected by amputation, paralysis, or severe contractures cannot execute traditional handwriting. Inclusive examination bylaws provide options for these candidates, granting permission to utilize an authorized scribe or type responses using a computer equipped with adapted assistive input technology.

STUDYING FROM PDFs?

THINK AGAIN.

If you are studying only from PDFs,
you are wasting valuable time.

Research shows that learning from

PRINTED BOOKS has up to

4× HIGHER RETENTION

than studying from screens.

PRINT BOOK = BETTER MEMORY

PDF = LOWER RETENTION

Those who study from **PRINTED BOOKS**
move **AHEAD.**

Others are left **BEHIND**
in competition.

In competitive exams,
being average is not enough.

STAY ONE STEP AHEAD.

128. (C) Provision of compensatory time and scribe, along with brief rest pauses
Muscular dystrophy causes progressive physical weakness and rapid muscular fatigue during repeated motor tasks like writing. Essential accommodations for candidates with muscular dystrophy include assigning compensatory extra time, authorizing a scribe to handle written transcription, and permitting supervised brief rest breaks to manage physical stamina throughout extended examinations.

129. (B) A combination of accommodations is provided based on functional limits.
Candidates diagnosed with multiple disabilities present complex functional requirements across physical, sensory, and learning domains. Examination boards adopt a flexible, candidate-centered approach, providing tailored combinations of approved accommodations—such as combining scribes, compensatory time, ground-floor seating, and adapted question formats—to address all certified functional limitations.

130. (D) To fit a wheelchair and support arms to minimize involuntary movements
Cerebral palsy often involves involuntary muscle spasms, motor instability, and physical posture control challenges. Standard school desks lack necessary space and structural stability for these candidates. Providing custom-built or adjustable adapted desks accommodates wheelchairs and provides proper physical arm support, stabilizing posture and minimizing physical distress during written examinations.

131. (A) Assessed on adapted physical activities and theoretical sports knowledge.
Evaluating candidates with severe lower-limb locomotor impairments in practical physical education requires modified assessment strategies. Candidates are exempt from standard physical performance tests like running or jumping, and are instead evaluated through adapted physical tasks matching their physical capacities, alongside written or oral assessments of theoretical sports knowledge.

132. (C) Accessibility and Barrier-Free Environment
Mandating accessible physical infrastructure, such as ramps and accessible toilets at public examination centers, stems directly from statutory provisions on Accessibility and Barrier-Free Environment in the RPWD Act 2016. The law requires public facilities and educational institutions to eliminate physical barriers, ensuring equal access for individuals with disabilities.

133. (A) National Education Policy (NEP) 2020
Recent policy circulars issued by state and national education boards regarding inclusive examination reforms directly reflect the vision of the National Education Policy 2020. NEP 2020 advocates for learner-centered equity, widespread reasonable accommodations, flexible assessment options, and barrier-free educational environments across all levels of formal schooling.

134. (D) Shifting to technological aids (like laptops) to promote independent test-taking
Modern examination policies for candidates with special needs increasingly emphasize technological integration to foster personal independence. Examination boards are transitioning toward permitting approved assistive technology, screen-reading software, and adapted computer systems, reducing reliance on human scribes and enabling candidates to complete assessments autonomously.

135. (B) To update schools on accommodations, clarify rules, and set application deadlines
Educational boards publish annual inclusive circulars prior to board examinations to inform affiliated school heads, teachers, and examination superintendents about current regulations. These circulars detail candidate eligibility criteria, explain available accommodations, outline application procedures, and establish strict deadlines, ensuring uniform implementation across all testing centers.

136. (C) The official RBSE website (rajeduboard.rajasthan.gov.in) and Shala Darpan portal
To obtain verified and legally binding information regarding current candidate accommodations, circulars, and examination bylaws in Rajasthan, educators must consult official government platforms. The official website of the Rajasthan Board of Secondary Education and the state Shala Darpan portal serve as the sole authoritative sources for authentic administrative notifications.

137. (D) Legal right under RPWD and RTE Acts
Contemporary disability rights frameworks explicitly establish reasonable accommodation

Click Here to Buy book on Amazon

as an enforceable legal right rather than a discretionary act of charity. Under the Rights of Persons with Disabilities Act 2016 and the Right to Education Act, educational institutions are legally mandated to provide necessary accommodations to ensure non-discrimination.

138. (A) They assist schools with CWSN identification, UDID cards, and accommodation documentation.
Block Reference Persons for Children with Special Needs operate as specialized field coordinators under Samagra Shiksha in Rajasthan. During examination preparation, BRPs assist local schools in identifying eligible candidates, facilitating medical certification and UDID card issuance, and organizing accommodation documentation to guarantee students receive authorized board facilities.

NODIA

139. (B) Accommodations should address functional barriers in exams rather than just medical labels.
Transitioning from a medical model to a functional model of disability shifts focus from clinical diagnoses to identifying real-world performance barriers. In board examinations, this approach ensures accommodations are designed to overcome specific operational difficulties—such as writing fatigue or reading speed—rather than granting generic support based strictly on medical diagnostic labels.

140. (B) Sensitization and proactive documentation by school authorities well before deadlines
Successful implementation of inclusive examination policies depends primarily on proactive school leadership and early administrative action. Institutional heads must ensure complete teacher sensitization, timely identification of candidate needs, and accurate collection and submission of official disability documentation to examination boards well in advance of established administrative deadlines.

****

Visit :
www.pdf.tube

Download PDFs For :

- ✓ MPPSC Chapterwise Question Bank
- ✓ KVS/NVS Chapterwise Question Bank
- ✓ KVS/NVS 30 Sample Papers for Tier-II
- ✓ DSSSB TGT Chapterwise Question Bank
- ✓ DSSSB Sample Papers
- ✓ Chapterwise Question Bank
- ✓ JEE NEET Foundation
- ✓ Primary Classes Worksheets
- ✓ Olympiad Guide
- ✓ Sample Papers
- ✓ Previous Year CBSE Papers
- ✓ Previous JEE, NEET and CUET Papers

Nodia Editions LLP

125, Sector 6, Vidhyadhar Nagar, Jaipur 302039

MRP ₹ 660.00

Downloaded from www.pdf.tube